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ABSTRACT

Designed to demonstrate how changing value systems affect individuals, the social studies guide suggests materials, resources, and activities to classroom teachers. The major objective of the guide is to help students gain in maturity and develop the ability to deal with values. The document is presented in 27 chapters. The first five chapters introduce values clarification strategies. Values identified as particularly important in social studies include human dignity, freedom, national security, majority rule, protection of minority rights, patriotism, and intelligent use of resources. Chapter six lists 11 basic economic concepts and relates them to values education by stating that individuals make economic decisions on the basis of personal goals. The other chapters present activities on (1) 7th grade geography; (2) American history for 8th grade students; (3) Mississippi history and government for grade 9; (4) world culture for grade 10; (5) American history and economics for grade 11; and (6) comparative political systems and community business and economics for grade 12. The final chapter suggests principles by which students and teachers can evaluate the curriculum. For each grade level, the following information is given: subject, objective, related careers, economic concepts, values, competencies, and suggested activities. Activities stress critical analysis, inquiry techniques, social studies skill development, and concept formation. (Author/DB)

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SOCIAL SCIENCE CURRICULUM GUIDE

GRADES 7 - 12

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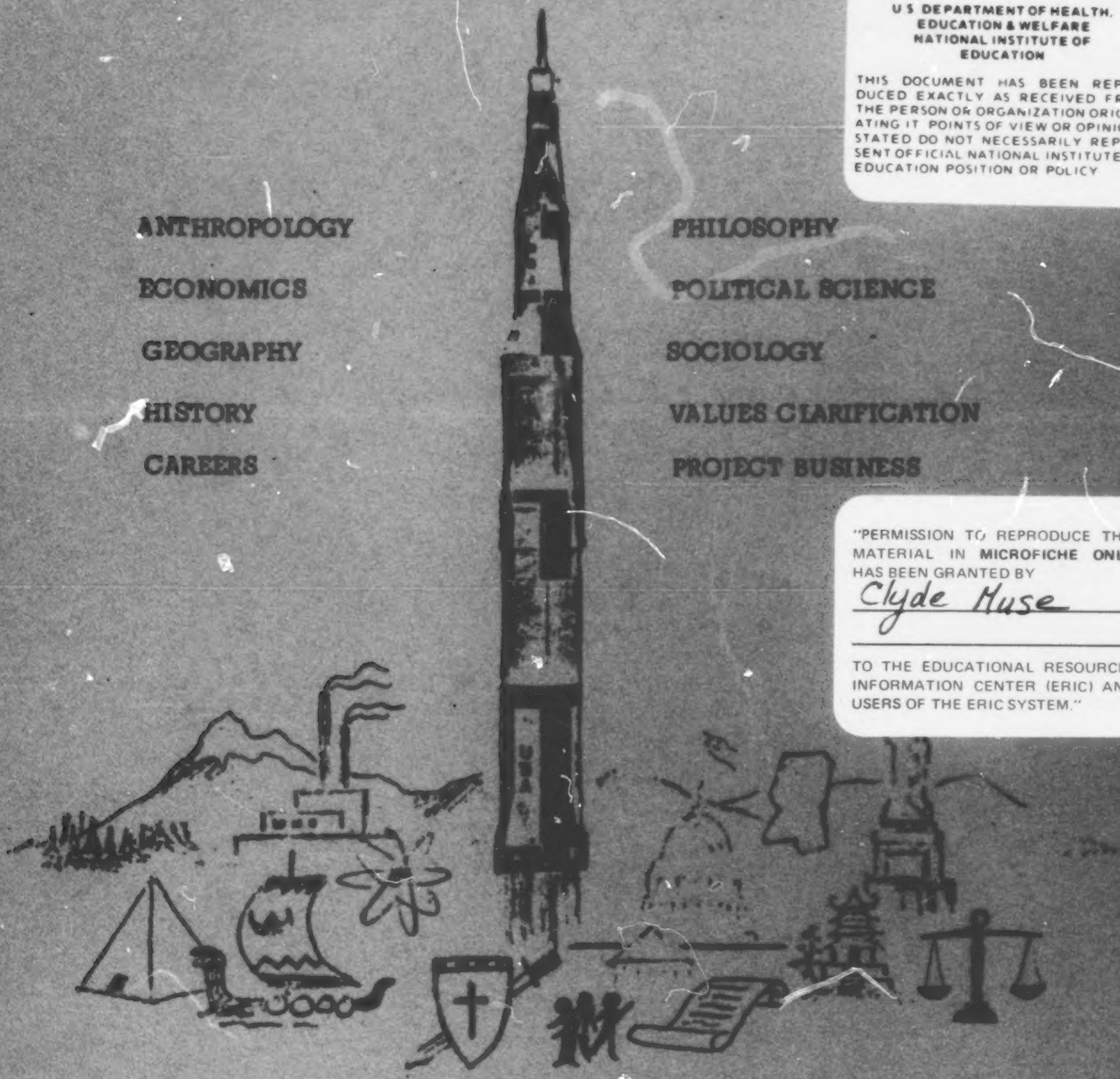

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"SURVIVAL AND ENRICHMENT OF MAN"

SO 010 732

MERIDIAN PUBLIC SCHOOLS
P. O. BOX 31
MERIDIAN, MISSISSIPPI 39301

CURRICULUM GUIDE

developed by the

TEACHERS' CENTER for SOCIAL STUDIES

Prepared Through The Combined Efforts Of:

Willie Brown - Meridian High
Shirley Burton - Carver Jr. High
Linda Guin - Northwest Jr. High
Jack Massey - Carver Jr. High
Carol Owen - Northwest Jr. High
Paul Raley - Meridian High
Mouise Richards - Kate Griffin Jr. High
Robert Sanders - Meridian High
Phil Sutphin - Meridian High
Connie Taylor - Northwest Jr. High
Imogene Thompson - Kate Griffin Jr. High

for the

MERIDIAN MUNICIPAL SEPARATE SCHOOL DISTRICT

BOARD OF EDUCATION

Dr. O.D. Polk, M.D.
Mr. Frank A. Taylor
Mr. Robert McRae
Mr. Kenneth Watts
Mrs. Leon Valentine

Clyde Muse, Ed.D.
Superintendent of Schools

Paul Franklin
Assistant Superintendent

James McCullouch, Ed.D.
Curriculum Director

Stanley Phillips
Project Director, ESEA Title III
34-7406

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THE PSYCHOLOGY OF CHANGING VALUE SYSTEMS

The adolescent is confronted with a conflict between his emotions and the cultural dicta, and this conflict leads to his confusion and frustration in the development of a value system. His emotions are bodily in that they are accompanied by physiological changes which demand motor outlet. When the cultural dicta deny the adolescent this motor outlet, an internal conflict ensues. Raup refers to this internal conflict as adjustment which he breaks down into four phases as follows: "(a) the formative phase; (b) the quiescent phase; (c) the disturbance phase; (d) the resumption phase."[1] Each resumption phase, he points out, "is a matrix for new formative phases."[2]

The formative phase of adjustment involves a new relation coming into being as a step in the making of other adjustments. The second phase of adjustment, the quiescent phase in the character of habits, finds the relationship moving smoothly. Raup has termed the quiescent phase the "complacency stage."[3] The third, or disturbed phase, "is characterized by a great variety of activities having a decided trend and drive towards the restoring of the complacency that has been disturbed."[4] Annoyingness is the term commonly applied to a disturbance for which the organism has no release. It is in this unreleased disturbance phase that reflection occurs. Raup states:

> Here the reflection has resulted on one way which impicity tends to reduce the disturbance. Usually if the strain has been intense, or if implicit reduction comes suddenly, there is a condition which, for the instant at least, obscures all previous and future difficulties. This one of the conditions which, upon reflection, we call intense satisfyingness.[5]

---

[1] Robert Bruce Raup, Complacency. New York, the MacMillan Co. 1930, p. 6.

[2] Ibid., p. 6.

[3] Ibid., p. 4.

[4] Ibid., p. 4.

[5] Ibid., p. 164.

The fourth phase of adjustment, the resumption phase, provides man with what is probably "his intensest satisfyingness."[6] As man's experiences with disturbance reduction achieve success, he develops a confidence which inspires him to seek for new disturbances. The "adjustment phases" of a man reveal two bases of value responses: (a) the satisfactions derived from the reduction of disturbances; and (b) the satisfaction derived from complacency. The teacher's role in the secondary school charges him with the responsibility of changing value systems. Thus, the teacher's work with the adolescent is given more direction and proves to be more meaningful to both as he comprehends the psychological factors underlying value change.

The modification and reconstruction of values is a complex procedure involving the individual in close interaction with the environmental demands of the culture. Often values are changed, not by individual volition, but by extraneous factors. In this instance, indoctrination may replace intellectualization, and the individual does not gain in maturity, only docility. Therefore, it is necessary for the adolescent to comprehend the influences in society which exert pressure to change his values. As the student increases his understanding of values, their sources, and their operation in his life, he is better able to evaluate and change them intelligently.

---

[6] Robert Bruce Raup, Complacency. New York, the MacMillan Co., 1930, p. 166.

THE VALUES-CLARIFICATION STRATEGIES*

1. Twenty Things You Love to Do
2. Values Grid
3. Values Voting
4. Rank Order
5. Either-or Forced Choice
6. Forced Choice Ladder
7. Value Survey
8. Values Continuum
9. Spread of Opinion
10. Values Whips
11. Proud Whip
12. Public Interview
13. The Interview Ship and Interview Chain
14. Group Interview
15. I Learned Statements
16. I Wonder Statements
17. The Values Journal or the Values Data Bank
18. Values Focus Game
19. ---ing Name Tags
20. Partner Risk or Sharing Trios
21. Privacy Circles
22. Risk Ratio or Force-Field Analysis
23. Alternatives Search
24. Alternative Action Search
25. Brainstorming
26. Consequences Search
27. Removing Barriers to Action
28. Getting Started
29. Pattern Search
30. Three Characters
31. Chairs or Dialogue With Self
32. Percentage Questions
33. The Pie of Life

---

*Sidney Simon, et al. Values Clarification. New York: Hart Publishing Co., Inc., 1972.

THE AFFECTIVE DOMAIN

The affective domain is concerned with changes in interest, attitudes and values and the development of appreciations and adjustment. It is divided into five major classes arranged in hierarchical order on the basis of the level of involvement. A condensed version of the affective domain taxonomy is here with presented.

CONDENSED VERSION OF THE AFFECTIVE DOMAIN TAXONOMY OF EDUCATIONAL OBJECTIVES[1]

1.0 Receiving (attending)

....concerned that the learner be sensitized to the existence of certain phenomena and stimuli: that is, that he be willing to receive or to attend to them.

- 1.1 Awareness
- 1.2 Willingness to receive
- 1.3 Controlled or selected attention

2.0 Responding

....concern with responses that go beyond merely attending to the phenomena. A person is actively attending.

- 2.1 Acquiescence in responding
- 2.2 Willingness to respond
- 2.3 Satisfaction in response

---

[1] D. R. Krathwohl, B. S. Bloom, and Masia. Taxonomy of Educational Objective: Affective Domain, Handbook II. (New York: David McKay Co. 1964)

3.0 Valuing

....behavior....is motivated by the individual's commitment to the underlying value guiding behavior.

3.1 Acceptance of a value

3.2 Preference for a value

3.3 Commitment

4.0 Organization

For situations where more than one value is relevant, the necessity arises for (a) the organization of the values into a system (b) the determination of the interrelationships among them and (c) the establishment of the dominant and pervasive one.

4.1 Conceptualization of a value

4.2 Organization of a value system

5.0 Characterization by a value or value complex

....the values already have a place in the individual's value hierarchy, are organized into some kind of internally consistent system, have controlled the behavior of the individual for a sufficient time that he has adapted to behaving this way; and an evocation of the behavior no longer arouses emotion or affect except when the individual is threatened or challenged.

5.1 Generalized act

5.2 Characterization

Examples of verbs to identify behavior in the AFFECTIVE DOMAIN

1.0 RECEIVING (attending):

to be aware of
to be conscious of
to realize
to be sensitive to
to tolerate
to accept
to listen to
to attend to
to appreciate
to recognize

to prefer
to be alert to
to receive
to reflect on
to perceive
to internalize
to observe
to view
to conceive
to behold

2.0 RESPONDING:

to comply with
to volunteer to
to practice rules
to respond with interest
to perform
to cooperate with
to contribute to
to ask
to participate
to enjoy
to acquaint

to engage in
to assume responsibility
to accept responsibility
to find pleasure in
to reply to
to verbalize
to interest
to obey
to involve
to share
to relate

to state

to consider

to acknowledge

to comply with

to heed

to mind

to follow

3.0 VALUING:

to feel (to feel strongly about)

to be loyal to

to be devoted to

to examine

to value

to prefer

to recognize

to commit

to admire

to advocate

to affirm

to endorse

to agree with

to concur

to revere

to respect

to enjoy

to tolerate

to ally

to like

to favor

to believe

4.0 ORGANIZATION:

to relate

to form judgements

to weigh

to identify characteristics

to find out and crystallize

to conceptualize

to select

to analyse

to organize

to systemize

to compare

to contrast

to arrange
to order
to classify
to arrive at
to examine
to discriminate
to judge

5.0 CHARACTERIZATION:

to change behavior
to revise judgments
to face facts and conclusions
to approach problems objectively
to develop a conscience
to develop a philosophy of living
to transfer
to generalize
to apply to
to predict
to project
to anticipate
to prejudge

4.00 Analysis

Analysis is the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

5.00 Synthesis

Synthesis requires the putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, etc. and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before.

6.00 Evaluation

Evaluation consist of judgments about the value of material and methods for given purposes; qualitative judgments about the extent to which material and methods satisfy criteria; and the use of standards of appraisal. The criteria may be those determined by the student or those given to him.

IDENTIFIED VALUES IN THE SOCIAL SCIENCES

THEME: Survival and enrichment of man

THEME OBJECTIVE: To allow the students the opportunity to explore ideas within the social sciences in order that they may develop a value system in a democratic society on which they may rely.

Among the values the Social Sciences should seek to engender in youth and use as a basis for the patterns of behavior needed in a democracy are:

- Belief that citizens should strive to increase the effectiveness of family as a basic social institution.
- Belief in the recognition of the dignity and value of individuals.
- Belief that all persons should possess equal rights to life, liberty and property which are, however, accompanied by certain responsibilities and obligations.
- Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
- Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
- Belief that citizens should be willing to act on the basis of reasoned conclusions and judgements, even though personal sacrifice is involved.
- Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

- Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.
- Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.
- Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
- Belief that both competition and cooperation are essential to the democratic process and to our national well-being.
- Belief that the separation of church and state is essential - that public education should promote moral and spiritual values.
- Belief that America is a part of an interdependent world community.
- Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.
- Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.
- Belief that the actions of the individual usually have an influence on the actions of others - to include the peer group.
- Belief that citizens should develop attitudes which will insure patriotism toward democracy.
- Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.
- Belief that man should make intelligent use of forces and resources of nature.

BASIC ECONOMIC CONCEPTS

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
4. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
5. The quantity and quality of population directly affects production.
6. Each of the factors of production expects to receive compensation for its contribution to the process of production.
7. The method of organizing productive resources determines a society's economic system.
8. Growth and stability are common goals of all economic systems.
9. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
10. The policies of governmental units may promote or impede economic growth and stability.
11. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

SOCIAL SCIENCE VII

GEOGRAPHY: THE EASTERN HEMISPHERE

INTRODUCTION TO THE SEVENTH GRADE SOICAL STUDIES

From space, man has viewed the earth as students of geography have viewed it on the classroom globe. However, the majority of us remain earthbound, and increasingly, we find that a basic knowledge of both the earth and its people is essential. The seventh grade social studies emphasizes the reality that man lives in a world of diversity and change. Geography provides a framework for analyzing the complexities of the world in which man must live and earn a livelihood. Further emphasis is placed on the individual's role in society through the infusion of career education and economics into the existing social studies program.

We strive to develop critical analysis on the part of the student by the emphasis being placed on concepts rather than on a mere accumulation of facts. We recognize too, the need for teaching in the affective as well as the cognitive domain. Materials have been developed that lend themselves to the methods of inquiry and discovery as well as to the development of social studies skills.

In essence, this course of study seeks to help the student to understand the complexity of the world in which he lives and to identify his place in the world community.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: GEOGRAPHIC FEATURES

TOPIC: PHYSICAL GEOGRAPHY

UNIT OBJECTIVE:
1. Recognize that a knowledge of the earth forms the basis for all geographic studies.
2. Recognize that maps and globes give a descriptive analysis of areas on earth.
3. Recognize that the surface of the earth is made up of land, water, and air.
4. Realize that geographers make use of many sources to gather information.

INFUSED COMPONENT:

CAREERS:
1. Scientific and Technical Occupations
2. Agriculture
3. Oceanographer

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Define the terms:
   A. Geography
   B. Solar System
   C. Universe
2. Describe the position of the earth in relation to the Solar System.
3. Identify and demonstrate the use of basic tools used by a geographer.
4. Recognize the cardinal directions.
5. Explain the processes of locating places by means of longitude and latitude.
6. Differentiate among Tropic of Capricorn, Arctic Circle and Antarctic Circle.
7. Discuss the International Date Line.
8. Identify and explain the processes of dividing the earth into hemispheres.
9. Explain the meaning of the following terms:
   A. ocean F. fiord
   B. sea G. passage
   C. river H. mountain
   D. bay I. desert
   E. canal J. island, etc.

SUGGESTED ACTIVITIES

1. Have ten students research and demonstrate how the solar system works. (Nine planets and the sun)
2. Construct models and draw pictures of the solar system.
3. Watch a filmstrip explaining the use of basic geographic tools.
4. Have students point out the seven continents on a globe.
5. Construct diagrams utilizing the four cardinal directions.
6. On an outline map pinpoint cities by degrees and minutes.
7. Construct a globe depicting the three latitudes.
8. Construct a "Geography Vocabulary" notebook for enrichment.
9. Examine recent newspapers and periodicals to identify trends related to the job of a geologist.
10. Investigate a fishing industry to learn about the various job requirements.
11. Construct a scrapbook on oceanographers which provides information on job requirements and job availability.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BRITISH ISLES

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE: Embrace the concept that geography determines where people live and influences the ways in which they live.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and stability.

VALUES: Belief that men should make intelligent use of the resources of nature.

COMPETENCIES

1. Locate and identify the countries of Western Europe.
2. Explain the climatic affect the Gulf Stream and the North Atlantic Drift have upon the countries of the British Isles.
3. Analyze the relationship between Britain's location and climate.
4. Describe both the highlands and lowlands of the United Kingdom.
5. Examine reasons that help to explain why most of the people of Scotland live on the central lowland.

SUGGESTED ACTIVITIES

1. Use an outline map of Europe and let the students pinpoint the respective countries.
2. Compare the climate of London with American cities of the same latitude.
3. Make a population map to show the effect of climate and surface on density of population.
4. Draw a map of Great Britain showing the political divisions and the bodies of water that surround them.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BRITISH ISLES

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Realize that man uses the resources of the earth to fulfill his basic needs.
2. Recognize that every country is part of the world political community.
3. Infer that societies, by establishing guidelines for thought and action, enable their members to function in that society.

INFUSED COMPONENTS:

CAREERS:
1. Mining Industry
2. Petroleum Industry
3. Environmental Scientist

ECONOMIC CONCEPTS: To recognize that since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.

VALUES:
1. Man should make intelligent use of the resources of nature.
2. Belief that both competition and cooperation are essential to the democratic process.

COMPETENCIES

1. Evaluate the present day usage of Britain's coal.
2. Appraise the economic importance of coal in view of an oil shortage.
3. Explain why the history of the United States is similar to that of Great Britain.
4. Analyze the relationship between Britain and her commonwealth nations.
5. Explain what a constitutional monarchy is.
6. Discuss the importance of the British Empire.
7. Discuss the relationship of Ireland to Great Britain.
8. Compare the governmental structure of the United States to that of Great Britain.

SUGGESTED ACTIVITIES

1. Draw a map showing the natural resources that are found in Great Britain.
2. Read a book that deals with the life of a coal miner.
3. Make reports dealing with the various contributions that the British have made to the United States.
4. Draw a map of the world showing the parts of the world that Britain has controlled.
5. Draw flags of the Commonwealth nations.
6. Make reports dealing with the important people in British history.
7. Write a description of the job activities of a coal miner.
8. Construct a picture booklet with illustrations of important features of an environmental scientist's occupation.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BENELUX COUNTRIES

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Recognize that geography determines where people live and influences the ways in which they live.
2. Realize that the natural environment imposes limitations upon man, but with technology man is able to modify his environment.

INFUSED COMPONENT:

CAREERS:
1. Design occupations
2. Agriculture

ECONOMIC CONCEPTS: Natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that man should recognize the interrelationship of the natural environment and the quality of human existence.
2. Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Identify and locate the Benelux countries.
2. Evaluate the geographic position of the low countries.
3. Explain how the people of the low countries modified their natural environment.
4. Analyze reasons that help to explain why the Netherlands have constructed so many canals.

SUGGESTED ACTIVITIES

1. Have a guest speaker who has toured Europe speak to the class.
2. Make a chart showing the area of the Netherlands in 1600 and today.
3. Build a model of a windmill and describe its function and importance.
4. Draw a map showing the canal system of the low countries.
5. Explore the job market of Urban planners.
6. Interview an urban planner to learn the qualifications necessary for this career.
7. Investigate the number and kinds of jobs in your community associated with soil conservation.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BENELUX COUNTRIES

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Recognize that all societies have some kind of authority structure which has power to enforce laws.
2. Realize that all nations are part of the world political community.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Individuals make economic decisions on the basis of their values and goals.

VALUES: Belief that America is a part of an interdependent world community.

COMPETENCIES

1. Classify each country according to the form of government it has.
2. Identify the Hague as an international meeting place.
3. Evaluate Belgium's position in time of global conflict.

SUGGESTED ACTIVITIES

1. Make a report on the League of Nations.
2. Make a report dealing with the involvement of the Low Countries in World War I and World War II.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BENELUX COUNTRIES

TOPIC: ECONOMIC AND SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Infer that geography influences the economic activities of a people.
2. Recognize that human being have psychic and spiritual needs as well as physical needs.
3. Generalize that culture influences the development of a society.

INFUSED COMPONENT:

CAREERS:
1. Agriculture
2. Design occupations

ECONOMIC CONCEPTS: Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES: Belief in the doctrine of separation of church and state.

COMPETENCIES

1. Evaluate the flower industry.
2. Name the dominant religions found in the Benelux countries.
3. Discuss the religious conflict that existed in the Benelux countries.
4. Recognize the Dutch contributions made to the American society and the world.

SUGGESTED ACTIVITIES

1. Make a report on the tulip industry.
2. Make a report on the Huguenots.
3. Make reports on the following artists:
   - A. Rembrandt
   - B. Vermeer
   - C. Van Gogh
   - D. Hals
4. Make a report dealing with the Dutch influence in America. (The Middle Colonies)
5. Make an investigation of the various jobs associated with the flower industry.
6. Visit a flower shop in your community and discuss your impression to the class.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BRITISH ISLES

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that modern technology has enabled man to raise his standard of living far beyond that of any other time in history.
2. Realize that accessability to major bodies of water is conducive to economic growth.
3. Apply the concept that geography places limitations upon a nation's ability to produce food.
4. Imply the concept that international economic cooperation will strengthen the economy of a nation.
5. Recognize that culture influences the development of a society - its members and institutions.

INFUSED COMPONENT:

CAREERS: Agriculture

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief in the dignity and value of the individual.
2. Belief that man should make intelligent use of the forces and resources of nature.
3. Belief that all persons should possess equal rights to life, liberty, and property.

COMPETENCIES

1. Identify the factors involved in industrialization.
2. Define the Industrial Revolution.
3. Evaluate the statement "the industrial revolution hurt the poor and helped the rich."
4. Appraise the economic value of the major water ways of England.
5. Explain why Britain produces only a small amount of its food.
6. Discuss the function and importance of the European Economic Community.

SUGGESTED ACTIVITIES

1. Read a library book dealing with working conditions in factories during the early history of the Industrial Revolution.
2. Make a report dealing with Britain's role as "Mistress of the Seas."
3. Write a brief report explaining the following sentence: "Without manufacturing and trade, the British could not live."
4. Make a chart showing the products for which Britain is famous. (Students can include the cities where they are produced.)
5. Make a report on the Common Market.
6. List on the chalkboard the many kinds of jobs related to agriculture.

SUGGESTED ACTIVITIES (Continued)

7. Have a representative from the county cooperative speak to the students.
8. Make a chart showing the cities of the United States that are named for cities of Great Britain.
9. Make a report comparing the class stratification of Britain with contempory American society.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: FRANCE

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:

1. Propose that man's environment plays a part in how he looks at and lives in the world.
2. Infer that all nations are part of the world political community.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Growth and stability are common goals of all economic systems.

VALUES: Belief that man should recognize the interrelationships of the natural environment and the quality of human existence.

COMPETENCIES

1. Give the location of France.
2. Describe the climate of France.
3. Discuss the role France has played in American history.
4. Discuss the role France has played in world politics.

SUGGESTED ACTIVITIES

1. Compare the climate of the French Riviera with that of Southern California.
2. Make a chart of French explorers and include the area of North America that they explored.
3. Make a list of United States cities that have French names.
4. Make a report dealing with the French role in the American Revolution.
5. Make a report on Charles De Gaulle.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: FRANCE

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that the natural resources that man uses depend upon the nature of the society in which he lives and the level of technology which that society has developed.
2. Infer that geography influences man's ability to produce food.

INFUSED COMPONENT:

CAREERS: Environmental Scientist

ECONOMIC CONCEPTS: The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Belief that man should recognize the interrelationships of the natural environment and the quality of human existence.
2. Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Name the major mineral resources found in France.
2. Tell how the Pyrenees Mountains proved to be an economic asset.
3. Discuss the economic importance of the Paris Basin.
4. Tell what percentage of the land of France is used for agriculture.
5. Analyze geographical reasons that help to explain why France is self-sufficient in production.

SUGGESTED ACTIVITIES

1. Report on the following industries:
   - A. Wine
   - B. Perfume
   - C. Fashion
   - D. Auto
2. Display French money.
3. Have a committee prepare a travel brochure on France.
4. Research the career of a soil scientist and report your findings to the class.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: FRANCE

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Realize that an industrial economy usually provides a higher standard of living and a greater distribution of wealth.
2. Recognize that education is basic to sound government and social development.

INFUSED COMPONENT:
CAREERS:

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES	SUGGESTED ACTIVITIES
1. Compare the standards of living in France to those of Americans. 2. Discuss the major contributions made by the French people.	Make a chart of famous French persons and their contributions to the world. (The teacher will prepare a suggested list.)

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: NORTHERN EUROPE

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:

1. Realize that geographic conditions place limitations on man's patterns of settlements.
2. Recognize that a knowledge of landforms and bodies of water forms a basis for understanding the geography of a region.
3. Realize that society, by establishing guidelines for thought and action, enables its members to function in that society.

INFUSED COMPONENT:

CAREERS: Scientific and technical occupations

ECONOMIC CONCEPTS:

1. The policies of governmental units may promote or impede economic growth and stability.
2. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:

1. Belief that man should make intelligent use of the forces and resources of nature.
2. Belief that man should recognize the interrelationships of geography and the quality of human existence.

COMPETENCIES

1. Identify the countries of Northern Europe.
2. Describe the geography of the region.
3. Discuss patterns of settlements in these countries.
4. Compare the population of these countries to those of Western Europe.
5. Explain why Iceland is called the land of "fire and ice".
6. Explain why there are differences existing in the climate of Sweden and Norway.
7. Identify the major bodies of water surrounding Northern Europe.
8. Define the following terms:
   A. fiord
   B. peninsula
   C. glacier
   D. mountain chain
   E. source

SUGGESTED ACTIVITIES

1. Make a land use map of Northern Europe.
2. Make a chart of Europe comparing area and population density.
3. Make a map showing the principal ocean currents of the world.
4. Make a chart showing a picture of the various landforms.
5. Have a panel discussion of the possible problems that are involved in the operation of a socialist state.
6. Research to learn about the job of a forester.
7. Draw a picture chart explaining the major aspects of the job of a forester.
8. Identify the objects in your classroom that are products of the forest.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: NORTHERN EUROPE

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Analyze why geography is a determining factor of economic activities.
2. Realize that man uses the resources of the earth to fulfill his basic needs.
3. Infer that by working together, people can usually achieve more than when working alone.
4. Recognize that culture influences the development of society.
5. Realize that a society consists of individuals and groups in constant interaction.

INFUSED COMPONENT:

CAREERS:
1. Government
2. Transportation

ECONOMIC CONCEPTS
1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Man should make use of his natural resources.
2. Belief that both competition and cooperation are essential to the democratic process.
3. Belief in the recognition of the dignity and value of individuals.
4. Belief that the actions of the individual usually have an influence on the actions of others.
5. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.

COMPETENCIES

1. Explain why the people of Norway depend so greatly on trade.
2. Identify the major natural resources of Northern Europe.
3. Evaluate the importance of the co-operatives in Denmark.
4. Compare the economic activities of the Lapps to the rest of Northern Europe.
5. Evaluate Denmark as a leader in social welfare.
6. Identify Alfred Nobel and other famous people of Northern Europe.
7. Analyze the concept of the family in view of the natural environment in Northern Europe.

SUGGESTED ACTIVITIES

1. Make a display of grocery items that are products of Northern Europe.
2. Have a representative from the railroad speak to the students relative to the various jobs available.
3. Visit Roadway and investigate trucking industry.
4. Explore the present day need for food scientists.
5. Draw an illustration of the various means of travel.

SUGGESTED ACTIVITIES (Continued)

6. Make a comparison between the Lapps and the Bedouins of the Sahara.
7. Dramatize the fairy tales of Hans Christian Anderson.
8. Make a comparison between socialism in Denmark and social welfare in the United States.
9. Draw a chart showing the jobs that are associated with social welfare.
10. Visit the Social Security Agency to determine the many ways it provides goods and services for the public.
11. Conduct a poll to determine what programs the public would like to see eliminated.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: CENTRAL EUROPE

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Realize that geography determines where people live and influences the ways in which they live.
2. Recognize that man uses the resources of the earth to fulfill his basic needs.

INFUSED COMPONENT:

CAREERS: Scientific and technical occupations

ECONOMIC CONCEPTS: In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.

VALUES: Belief that man should make intelligent use of the forces of nature.

COMPETENCIES

1. Locate and identify the countries of Central Europe.
2. Explain why one-fourth of Switzerland's land is unproductive.
3. Evaluate Germany's geographical location in relation to trade.
4. Analyze the effect the mountains have on Switzerland's climate.

SUGGESTED ACTIVITIES

1. Write a report of a planned trip to Switzerland; include the:
   A. route
   B. major rivers
   C. climatic regions
   D. agricultural crops
2. Make an illustration showing the vegetables you feel have the greatest chance of being a success in Switzerland's climate.
3. Examine the factors involved in becoming a civil engineer.
4. Invite a civil engineer to talk to the class about job opportunities in your community.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: CENTRAL EUROPE

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Recognize that all nations are part of the political world community.
2. Realize that government is of critical importance in people's lives and helps to explain the ways men live, work, and think.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:
1. Belief that citizens should develop attitudes which will insure patriotism toward democracy.
2. Belief that government must be based on properly enacted laws.

COMPETENCIES

1. Discuss the causes of a World War II.
2. Identify the Axis Powers and the Allied Powers.
3. Evaluate the result of World War II in Europe.
4. Explain why Switzerland has become an international meeting place.
5. Identify the forms of government found in the countries of Central Europe.

SUGGESTED ACTIVITIES

Construct a chart illustrating the form of government found in each of the countries of Central Europe.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: CENTRAL EUROPE

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that modern technology has enabled man to raise his standard of living far beyond that of any other time in history.
2. Realize that geography places limitations upon man's ability to produce food.
3. Recognize that geographic factors greatly influence the economic activities of an area.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:
1. Belief that men should recognize the interrelationships of the natural environment and the quality of human existence.
2. Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Identify the economic advantages West Germany has that enabled it to become the greatest industrial nation in Europe.
2. Examine why half of the food eaten by the Swiss is imported.
3. Examine the relationship between Switzerland's tourist business and geography.

SUGGESTED ACTIVITIES

1. Construct a map of population distribution showing where people are thickly concentrated and show the areas that have few people. Account for these differences.
2. Make a list of the major occupations of this region and show how each is related to the physical environment.
3. Construct a land use map that will explain why only one-fourth of Switzerland can be farmed.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: CENTRAL EUROPE

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE: Propose that better education of all people will produce a higher standard of living and a broad distribution of wealth.

INFUSED COMPONENT:

CAREERS: Office occupations

ECONOMIC CONCEPTS:

1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES: Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.

COMPETENCIES

1. Analyze the reasons that enable the Swiss people to enjoy a high standard of living.
2. Discuss the differences in lifestyles between East and West Germany.

SUGGESTED ACTIVITIES

1. Research the various jobs associated with the tourist industry.
2. Investigate the advertising market.
3. Collect newspaper articles that deal with the tourist industry.

SUBJECT: GEOGRAPHY **GRADE:** 7

UNIT: GERMANY

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE: Relate the concept that the past is a frame of reference for the present.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Belief that man should make intelligent use of his natural environment.
2. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Name and discuss the three major rivers of Europe.
2. Analyze Germany's political position in World War II.
3. Discuss Germany's position in World War II.
4. Examine the conditions that aided Hitler in rising to power in Germany.

SUGGESTED ACTIVITIES

1. Draw a picture of a watershed and illustrate the way it receives its water supplies.
2. Draw a map of Europe showing the major waterways.
3. Draw a map of Germany prior to World War II and another one for Germany since World War II - show the differences in terms of size, resources, and topography.
4. Write a report on the social conditions prevailing during Hitler's rise to power in Germany.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: U.S.S.R.

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Recognize that geography determines where people live and influences the ways in which they live.
2. Realize that lack of accessibility to major bodies of water effects the economic activities of a country.
3. Realize that geography influences the life-styles of the people.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that man must make wise use of the forces of nature.
2. Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. Give the geographical location of Russia.
2. Recognize that the Soviet Union is the largest country on earth.
3. Describe the five dominant geographic regions.
4. Identify the mountain range that separates European Russia from Asiatic Russia.
5. Identify the Bering Strait as the only divider between Alaska and Soviet Union.
6. Name the oceans that surround the Soviet Union.
7. Name the only two oceans the Soviet Union has direct access to.

SUGGESTED ACTIVITIES

1. Prepare a chart showing Russia's area, its population, its major commercial and industrial activities, and its principal imports and exports.
2. Arrange a bulletin-board display showing various economic activities practiced in the different geographic regions of the Soviet Union.
3. Prepare a brief report on the role of the Trans-Siberian Railroad in the economy of the Soviet Union.
4. Have students read the article on "Siberia" in March, 1967 National Geographic.
5. Prepare a written report on the historical role of the Danube River as an avenue of trade.
6. Research to prepare a report comparing the life-styles of Alaskans to those of Russians living in Western Siberia.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: U.S.S.R.

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:

1. Analyze the concept: Society, by establishing guidelines for thought and action, enables its members to function in that society.
2. Generalize that the past is a frame of reference for the present.
3. Recognize that all nations are part of a political world community.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

1. The method of organizing productive resources determines a society's economic system.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief that both competition and cooperation are essential to the democratic process.
2. Belief that the actions of the individual usually have an influence on the actions of others.

COMPETENCIES

1. Differentiate between communism and democracy.
2. Discuss the factors that led to the Russian Revolution of 1917.
3. Analyze the political and social results of the Russian Revolution.
4. Evaluate the role force played in the communists' rise to power.
5. Evaluate the influence Marx, Lenin, Stalin, and Khrushchev had on the political development of Russia.
6. Identify the satellite countries of Russia.

SUGGESTED ACTIVITIES

1. Do a written report, based upon extensive research, comparing the basic rights of an American citizen to those of a Russian.
2. Have students make a diorama depicting a scene of life under the Czars. They could illustrate the social conditions prevailing at that time.
3. Have students develop an understanding of the word propaganda. Ask students to cite examples of propaganda in everyday life.
4. Use pictures and drawings to illustrate a talk on the influence Khrushchev had on Russia.
5. Prepare an illustration depicting Russia as a world super power and its surrounding satellites.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: RUSSIA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Infer that a balance of power is a necessity in international affairs.
2. Realize that government is of critical importance in people's lives and helps to explain the ways men live, work and think.
3. Infer that geography influences a nation's ability to produce food.
4. Recognize that it is possible for a nation to overcome the problem of developmental lag.

INFUSED COMPONENT:

CAREERS: Scientific and technical occupations

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities.
2. Belief that separation of church and state is essential; that public education should promote moral and spiritual values.
3. Belief that a free economic competition, consistent with the general welfare, is desirable; that government has the obligation to stabilize economic growth and reduce gross economic inequalities.

COMPETENCIES

1. Analyze the political objective of the communist nations.
2. Discuss Russia as a world superpower.
3. Evaluate the personal freedoms of an American in view of the personal freedoms of a Russian.
4. Examine reasons that help to explain why only a small percentage of the vast country is farmed.
5. Examine factors that help explain why Russia came from an agricultural nation to the second most industrial nation in the world.
6. Compare and contrast the collective and state farms.

SUGGESTED ACTIVITIES

1. Write a report on the climatic conditions existing throughout Russia.
2. Construct a bulletin-board displaying the information on the following careers:
   - A. construction work
   - B. industrial engineer
   - C. petroleum and petroleum processing occupations
   - D. statisticians
   - E. mathematicians

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: RUSSIA

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recommend that efficient production should not be the only goal of an industrial society.
2. Realize that a nation uses the resources of the earth to fulfill its basic needs.
3. Recognize that the presence of several races of people within a region can be traced to geographic factors.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief that all persons should possess equal rights to life, liberty, and property.
2. Belief that man should make wise use of the resources of nature.

COMPETENCIES

1. Discuss Joseph Stalin's five-year economic plans.
2. Discuss the shift in production from emphasis on capital goods to consumer goods.
3. Analyze Karl Marx's economic doctrine.
4. Discuss the oil reserves of Russia.
5. Identify the major nationalities in Russia.

SUGGESTED ACTIVITIES

1. Draw up a list comparing the consumer goods of an American to the consumer goods of a Russian.
2. On a map of Russia, indicate the places in which we would find the major mineral deposits.
3. Construct a chart showing the physical characteristics of the various races existing in Russia.

SUBJECT: **GEOGRAPHY** GRADE: 7

UNIT: U.S.S.R.

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:

1. Embrace the concept that culture influences the development of a society.
2. Evaluate the statement: The social needs of man vary, according to political and cultural patterns of a region.
3. Infer that every society teaches its members the things they need to know in order to live in that society.

INFUSED COMPONENT:

CAREERS: Scientific and technical occupations

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that citizens should strive to increase the effectiveness of the families as a basic social institution.
3. Belief that both competition and cooperation are essential to the democratic process and to our nation's well being.

COMPETENCIES

1. Discuss major contributions of Russians to the arts.
2. Compare the educational system of Russia to that of America.
3. Compare the lifestyles of an American to that of a Russian.
4. Evaluate the global impact of the launching of Sputnik.
5. Identify the following cities - Warsaw, Prague, and Bucharest.

SUGGESTED ACTIVITIES

1. Select some famous Russian who has contributed greatly in the area of art and science and report orally.
2. Organize a panel on the subject "aerospace engineers". The panel members can make presentations on job availability, requirements, and other selected areas of interest.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN EUROPE

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Realize that geography determines where people live and influences the ways in which they live.
2. Infer that accessibility to major waterways is conducive to economic growth.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Man should make wise use of the forces and resources of nature.

COMPETENCIES

1. Locate and identify the countries of Eastern Europe.
2. Evaluate the political and economic problems that result from the location.
3. Describe the climate of Eastern Europe.
4. Analyze the effects of mountains on economic activities.
5. Identify the major rivers found in Eastern Europe.

SUGGESTED ACTIVITIES

1. Draw a flag of each country of Eastern Europe.
2. Draw a map of Eastern Europe and trace the route of the following:
   A. Rhine
   B. Rhone
   C. Danube

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN EURO

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Realize that a need for government arises wherever people live and work together.
2. Recognize that the political institution of a country greatly influences the lives of the people who live in that country.
3. Recommend that a balance of power in the international political community is a necessity.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:
1. Growth and stability are common goals of all economic systems.
2. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:
1. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have a right, by lawful means, to change their government.
2. Belief that America is a part of an interdependent world community.

COMPETENCIES	SUGGESTED ACTIVITIES
1. Identify the form of government found in Eastern Europe.	1. Make a chart showing the organizational structure of the government of Eastern Europe.
2. Explain why the wall was built in Berlin.	2. Have a panel discussion dealing with individual liberty in Eastern Europe compared to the U.S.
3. Discuss individual liberties in the countries of Eastern Europe.	3. Report on major battles of World War II that took place in Eastern Europe.
4. Examine the political impact of World War II on Eastern Europe.	4. Draw a map showing Europe in 1935 and a map showing Europe in 1946.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN EUROPE

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that a free market economy is favorable to industrialization.
2. Recognize that a nation uses its natural resources to fulfill its basic needs.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:
1. Individuals make economic decisions on the basis of their values and goals.
2. The method of organizing productive resources determines a society's economic system.

VALUES:
1. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
2. Belief that all persons should have maximum freedoms and equality of opportunity to develop consistent with their capacities and with the general welfare.

COMPETENCIES

1. Discuss the role of government as it relates to industry.
2. Discuss communism as an economic system and the degree to which its goals have been achieved in Eastern Europe.
3. Identify the major resources of Eastern Europe.
4. Appraise the economic value of the forests.

SUGGESTED ACTIVITIES

1. Make a chart showing the amount of heavy industry compared to the production of consumer goods.
2. Make a chart comparing the amount of time worked in order to purchase consumer goods in the United States compared to Eastern Europe.

SUBJECT: GEOGRAPHY **GRADE:** 7

UNIT: BALKAN PENINSULA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:

1. Realize that geographic location greatly influences a country and its development.
2. Recognize that geography places limitations upon man's patterns of settlement.
3. Recognize that the past is a frame of reference for the present.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES: Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Name and locate the countries of the Balkan Peninsula.
2. Identify the major bodies of water surrounding the peninsula.
3. Discuss Greece's location in respect to political and economic significance.
4. Evaluate the political contributions made by the Greeks to world civilization.
5. Discuss the 1974 conflict existing between the Greeks and the Turks.

SUGGESTED ACTIVITIES

1. Draw a map of Southern Europe showing the countries that touch the Mediterranean Sea.
2. Have students make a presentation showing the difference between a pure democracy and a republic.
3. Bring news articles dealing with the Cyprus Conflict.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: BALKAN PENINSULA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Confirm that geography influences a nation's economic activities.
2. Realize that cultural factors contribute greatly to the development of a society.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief that citizens should develop attitudes which will insure patriotism toward democracy.
2. Belief that separation of church and state is essential.

COMPETENCIES

1. Identify and describe the present form of government of Greece.
2. Explain why Greece has not developed as an industrial nation.
3. Relate Greek contributions to the arts and sciences.
4. Evaluate Athens as a cultural center today.

SUGGESTED ACTIVITIES

1. Collect pictures depicting examples of Greek art and architecture.
2. Present plays dealing with subjects from Greek mythology.
3. Have students read selections from Homer.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: ITALIAN PENINSULA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Realize that the natural environment determines the life-styles of people.
2. Recognize that accessibility to water is conducive to economic growth.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:
1. Growth and stability are common goals of all economic systems.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Identify and locate Italy.
2. Identify the major mountain ranges of Italy.
3. Explain why Rome is called the "City of Seven Hills."
4. Name the volcano that destroyed the cities of Pompeii and Herculaneum.
5. Evaluate the climate of Italy in relation to agriculture and tourism.
6. Discuss the importance of the major bodies of water in Italy.

SUGGESTED ACTIVITIES

1. Make a model of a volcano and label its parts.
2. Have a group prepare a travel brochure for the purpose of attracting tourists to Italy.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: ITALIAN PENINSULA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Perceive that the past is a frame of reference for the present.
2. Recognize that government influences the life-styles of the people.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

COMPETENCIES

1. Explain why the Roman code of law is perhaps the greatest gift to the world.
2. Evaluate Italy under Mussolini and the Facist economy.
3. Discuss Spain under Francisco Franco's influences.
4. Evaluate the cause of Spain's decline as a world power.

SUGGESTED ACTIVITIES

1. Write a short report describing the Roman code of law.
2. Read a library book dealing with the Italian conquest of North Africa.
3. Dramatize a scene from the court of a famous monarch.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: ITALIAN PENINSULA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE: Recognize that culture influences the development of a society, its members, and institutions.

INFUSED COMPONENT:
CAREERS:

ECONOMIC CONCEPTS:
1. Individuals make economic decisions on the basis of their values and goals.
2. The method of organizing productive resources determines a society's economic system.

VALUES: Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

COMPETENCIES

1. Discuss the contributions of Ancient Rome.
2. Appraise Rome's appreciation for "things of beauty as well as constructive things."

SUGGESTED ACTIVITIES

1. Build a model of a temple.
2. Dramatize a scene from Shakespeare's "Julius Ceasar".
3. Report on the following famous Italians:
   A. Columbus
   B. Vespucci
   C. Cabot
   D. Fermi
   E. Toscanini
   F. La Guardia
   G. Di Maggio
   H. Menotti
4. Collect pictures illustrating examples of Rome's contributions to architecture.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: IBERIAN PENINSULA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Explain why geography influences the ways in which people live.
2. Recognize that making a living is a major concern of all people.
3. Confirm the concept that man uses the resources of the earth to fulfill his basic needs.

INFUSED COMPONENT:
CAREERS:

ECONOMIC CONCEPTS: The method of organizing productive resources determines a society's economic system.

VALUES:

COMPETENCIES

1. Identify the countries that occupy the Iberian Peninsula.
2. Describe the Spanish Meseta.
3. Account for the climatic differences existing between Spain and Portugal.
4. Discuss farming in Italy.
5. Identify Italy's main mineral resource.

SUGGESTED ACTIVITIES

1. Make a travel brochure for Spain.
2. Make a report on farming in Italy.
3. Make an illustration showing the major jobs associated with agriculture.
4. Write a newspaper article which describes the problems encountered by the average farmer.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: IBERIAN PENINSULA

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that all nations are part of an interdependent world community.
2. Perceive that a nation uses the resources of the earth to fulfill its basic needs.

INFUSED COMPONENT:

CAREERS: Transportation activities

ECONOMIC CONCEPTS: People have unlimited wants for goods and services, but they possess limited resources with which to satisfy those wants.

VALUES:
1. Belief that people are capable of governing themselves and that the people have the right, by lawful means, to change their government.
2. Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES	SUGGESTED ACTIVITIES
1. Examine the political importance of the Strait of Gibraltar. 2. Discuss Spanish colonies and influence in the Western Hemisphere. 3. Examine the reasons why Spain has been slow in developing as an industrial nation. 4. Analyze the major ways of making a living in Spain.	1. Read library books or make reports about famous Spanish explorers. 2. Make a list of cities in the United States that have Spanish names. 3. Have a resource person representing the railroad, the airline, and the trucking industry orient the students to the many jobs that are available in these areas.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: MIDDLE EAST AND NORTH AFRICA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:

1. Explain why geography determines where people live and influences the ways in which they live.
2. Recognize that man's physical environment imposes limitations on his activities.
3. Appraise the statement that accessibility to major sources of water is conducive to economic growth.
4. Propose that geography places limitations upon man's activities.

INFUSED COMPONENT:

CAREERS: Transportation activities

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. Locate and name the countries of the Middle East and North Africa.
2. Identify the main mountain chains of Africa.
3. Infer reasons why the people of the Middle East and North Africa are limited in agriculture.
4. Evaluate the geographic factors that influences the life-styles of these people.
5. Examine the effects climate had on the development of the first civilization.
6. Locate the major bodies of water and elaborate on their importance.
7. Evaluate the importance of the Tigris, Euphrates and Nile Rivers during the development of the first civilizations.

SUGGESTED ACTIVITIES

1. Make a chart of the countries of the Middle East comparing population, per capita income, literacy rate, life expectancy, etc.
2. Arrange a chart indicating the amount of rainfall each region receives annually.
3. Draw a map comparing the area of the Sahara Desert with that of the United States.
4. Research the Bible to find verses that describe the geography of the Middle East.
5. Write a story describing an imaginary journey from Lake Victoria to Alexandria.
6. Draw a map comparing the area of the Sahara Desert with that of the United States.
7. Write an imaginary story explaining what life was like around the Tigris - Euphrates Rivers.
8. Have students interview someone in the community who is involved in the transportation industry.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: MIDDLE EAST AND NORTH AFRICA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:

1. Recommend that the past is a frame of reference for the present.
2. Recognize that as long as differing political systems exist, conflict is possible.
3. Recognize that all nations are part of the world political community.
4. Evaluate the statement: Political conflict is not reserved to any one area of the world.

INFUSED COMPONENT:

CAREERS: Government service

ECONOMIC CONCEPTS: The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues.
2. Belief that all people are capable of governing themselves; that political power belongs to and comes from the people; and the people have the right, by lawful means, to change their government.
3. Belief that persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.

COMPETENCIES

1. Compare the social and political conditions existing prior to World War I and beyond.
2. Discuss the political system of Turkey.
3. Discuss the events that led to the creation of Israel in 1948.
4. Analyze the causes of the four Arab-Israeli wars.
5. Evaluate the United States involvement in the Arab-Israeli conflict.
6. Discuss Egypt before World War I.
7. Characterize Egypt's position in the Arab-Israeli conflict.
8. Explain why Egypt has turned to the communist nation of Russia for support.
9. Identify the various forms of government existing in the North African nations.

SUGGESTED ACTIVITIES

1. Compile a list of the powers and duties of a constitutional monarchy and compare it with those duties of the President of the United States.
2. Describe an imaginary journey of a European Jew who landed in Haifa in 1949.
3. Collect news articles concerning the Middle East War.
4. Have students write a letter to the State Department in order to obtain an estimate of United States military aid to Israel since 1956.
5. Draw a map of the Middle East and North Africa indicating which countries still retain colonial status.
6. Have students write letters requesting information concerning the various jobs in government service.
7. Have students take a poll to find out what percent of the people work for the government.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: MIDDLE EAST AND NORTH AFRICA

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Propose that man uses the natural resources of the earth to fulfill his basic needs.
2. Evaluate the statement that no resource is inexhaustible, therefore conservation and innovation are necessary.
3. Assess that accessibility to water encourages economic growth.
4. Recommend that all nations are part of the interdependent world community.

INFUSED COMPONENT:

CAREERS:
1. Scientific
2. Technical
3. Petroleum

ECONOMIC CONCEPTS:
1. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.

VALUES:
1. Belief that man should make intelligent use of the forces and resources of nature.
2. Belief that America is part of an interdependent world community.

COMPETENCIES

1. Recognize the leading oil producing nation in the Middle East.
2. Evaluate the economic importance of the Nile River to the Egyptians.
3. Examine the importance of the Suez Canal in relation to world trade.
4. Examine reasons for the construction of the Aswan Dam.
5. Examine how the income from oil is being used in the countries of the Middle East and North Africa.

SUGGESTED ACTIVITIES

1. Draw a map of the world, locate on it the known oil reserves.
2. Make a report tracing the history of the Suez Canal.
3. Have a student build a model of a canal illustrating how a lock system operates.
4. Research in order to compare the per capita income of some Middle East countries in 1960 compared to that of 1975.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: MIDDLE EAST AND NORTH AFRICA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Relate that the past is a frame of reference for the present.
2. Develop the concept that the presence of several races of people within a region can be traced to geographic factors.
3. Realize that human beings have psychic and spiritual needs as well as physical needs.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief in the recognition of the dignity and value of individuals.
2. Belief that the separation of church and state is essential - that public education should promote moral and spiritual values.

COMPETENCIES

1. List and appraise the contributions made by the Egyptians.
2. Compare the life-styles of the Arabs to that of the Israelis.
3. Identify and evaluate the great religions of the Middle East and North Africa.

SUGGESTED ACTIVITIES

1. Collect pictures or examples illustrating the contributions made by the ancient Egyptians.
2. Bring to class a copy of the Koran.
3. Have a guest speaker, who is a Moslem speak to the class.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: WEST CENTRAL AFRICA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Propose that geography determines where people live and influences the way in which they live.
2. Relate that all nations are part of an interdependent world community.
3. Realize that geography places limitations on man's economic growth.

INFUSED COMPONENT:

CAREERS: Scientific and technical

ECONOMIC CONCEPTS: The method of organizing productive resources determines a society's economic system.

VALUES: Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES	SUGGESTED ACTIVITIES
1. Locate and identify the countries of West Central Africa.	1. Have students compile a list of animals found in the tropic rain forest.
2. Name the major rivers of this area.	2. Have students make models of the average African home.
3. Describe the landforms of West Central Africa and elaborate on how these landforms affect transportation in Africa.	3. Have students compile a list of the crops that are grown in a tropical rain forest.
4. Describe a tropical rain forest and list animals common to a tropical rain forest.	4. Have the students to interview persons in the community to find out which jobs require special technical training.
5. Discuss the effect a tropic rain forest have on living conditions.	5. Make a bulletin-board showing articles, drawings, pictures, and cartoons about the opportunities in technical training.

SUBJECT: GEOGRAPHY GRADE:

UNIT: WEST CENTRAL AFRICA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Propose that the past is a frame of reference for the present.
2. Recommend that a balance of power in international affairs is a necessity.
3. Relate that government often plays an important role in human progress.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Belief in the recognition of the dignity and value of individuals.
2. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that people have the right, by lawful means, to change their government.

COMPETENCIES

1. Discuss the impact of slavery on the development of this area.
2. Discuss the influence of European colonization in West Central Africa.
3. Evaluate the political changes that have taken place in West Central Africa since 1960.
4. Identify the various forms of governments found in West Central Africa.
5. Discuss political problems West Central Africa presently faces.

SUGGESTED ACTIVITIES

1. Have students to write a story that would characterize slavery. After the story has been completed, compare stories and differentiate between facts and opinions.
2. Have students construct two political maps; one should show West Central Africa prior to 1960, the second since 1960. The students should elaborate on the number of countries that have gained independence since 1960.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: WEST CENTRAL AFRICA

TOPIC: GEOGRAPHIC AND ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that a nation uses its resources to fulfill its basic needs.
2. Realize that making a living is a major concern of all nations.
3. Concur with the statement that geography places limitations on man's ability to produce food.

INFUSED COMPONENT:

CAREERS:
1. Scientific and technical
2. Mining
3. Transportation

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Identify the major mineral resources of this area.
2. Discuss domestic utilization of the local resources.
3. Cite the leading occupations of West Central Africa.
4. Identify the major economic problems facing the countries of West Central Africa.
5. Identify the term subsistence farming and its relationship to economic progress.

SUGGESTED ACTIVITIES

1. Have students make a pictograph showing Africa's major resources.
2. Construct a bar graph illustrating the major occupations.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: WEST CENTRAL AFRICA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:

1. Realize that a society consists of individuals and groups in constant interaction.
2. Recognize that social mobility and individual freedom are determined by a political system.
3. Relate that a people's view of life is influenced to a large extent, by a form of government.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:

1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.

COMPETENCIES	SUGGESTED ACTIVITIES
1. Discuss tribalism and the family as a basic social unit. 2. Recognize that Africans faced social problems in their struggle for independence. 3. Appriase the social protest movements occurring in Africa.	1. Have students to outline a tribal unit including the members of their respective families. 2. Have four students to debate the issue of apartheid. 3. Have each student conduct research to find out why Europeans began the international slave trade on a large scale. 4. Have students to research some social problem prevailing at present in West Central Africa. Have class to analyze the pros and cons of the problem.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EAST AFRICA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:

1. Relate that the natural environment determines, to a degree, the life-styles of a people.
2. Recognize that making a living is a major concern of all people.
3. Realize that geography influences man's economic activities.
4. Recognize that all nations are part of an interdependent world community.

INFUSED COMPONENT:

CAREERS: Agriculture

ECONOMIC CONCEPTS:

1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Identify and locate the countries of Eastern Africa.
2. Recognize the major ways of making a living in these East African nations.
3. Explain how the climate and soil effect land use.
4. Name the countries that provide advantages for trade and transportation.
5. Explain the advantages and disadvantages of Ethiopia's geographic isolation.

SUGGESTED ACTIVITIES

1. Have the county agent speak to the class concerning the importance of agriculture to American life.
2. Class members present a sociodrama in which each member role plays a job related to agriculture.
3. Survey the community to learn what percentage of local agriculture products go to foreign countries.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EAST AFRICA

TOPIC: POLITICAL AND SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Recognize that government influences the development of a society.
2. Realize that all nations are part of the interdependent world community.
3. Propose that change is inevitable.
4. Recognize that people have psychic needs as well as physical needs.

INFUSED COMPONENT:

CAREERS:
1. Government
2. Public service

ECONOMIC CONCEPTS: The policies of governmental units may promote or impede economic growth and stability.

VALUES: Belief that all persons possess equal rights to life, liberty, and property.

COMPETENCIES

1. Differentiate among the varied political systems existing in East Africa.
2. Explain how the relationship between Europe and East Africa changed during the colonial period.
3. Discuss ways political changes affect living in East Africa.
4. Compare the life-styles of the people living in East Africa to the Americans.

SUGGESTED ACTIVITIES

1. Construct a chart illustrating the form of government relative to each country in East Africa.
2. Research and report on one area of European influence in East Africa.
3. Report on the ways life changed for most of the people living in East Africa since independence.
4. Make a list with two columns - one labeled East Africa the other America. Compare homes, schools, and clothing between the two areas.
5. Have a government employee speak to the class concerning the process that is used to fill government jobs.
6. Go on a field trip to the Post Office, the Court House, and to City Hall to determine the various jobs available and the qualifications needed to fulfill these positions.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN AFRICA

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that man uses the resources of the earth to fulfill his basic needs.
2. Propose that the economic level of a country is determined, to a large degree, by its available resources.
3. Concur with the statement: Accessability to major bodies of water is conducive to economic growth.

INFUSED COMPONENT:

CAREERS:
1. Transportation
2. Sales
3. Office
4. Wholesale and retail trade

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Name the major mineral resources.
2. Examine the effect exports have on the total economy of the East African nations.
3. Appraise the economic future of the nations of East Africa.
4. Discuss the trade activities of the nations of East Africa.
5. Discuss the oceans that affect trade in East Africa.

SUGGESTED ACTIVITIES

1. Construct a bar graph showing the percentage and identification of imports and exports in East Africa.
2. Draw a map showing East Africa's location relative to major bodies of water.
3. Research to report on the nations East Africa trades with.
4. Have the personnel manager from one of the major department stores (such as Sears) come and speak to the class.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTH AFRICA

TOPIC: GEOGRAPHIC AND ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that geography influences where people live and determines how they live.
2. Relate that man uses the resources of the earth to fulfill his basic needs.
3. Realize that accessibility to major bodies of water is conducive to economic growth.
4. Generalize that all nations are part of the world political community.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:
1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. The method of organizing productive resources determines a society's economic system.

VALUES: Belief that man must make intelligent use of his physical environment.

COMPETENCIES

1. Name the countries of South Africa.
2. Explain the correlation between climate and population settlements.
3. Compare the climate and landforms of South Africa to those of North Africa.
4. Examine the distribution of natural resources throughout South Africa.
5. List the major exports and imports of South Africa.
6. Examine the economic importance of the Congo River.
7. Compare subsistence and commercial agriculture in South Africa.
8. Examine reasons why the resources of South Africa have not been developed to their greatest potentials.

SUGGESTED ACTIVITIES

1. Have four students to imagine that they are four Africans who happen to meet. One is a North African industrial worker, the second is a South African farmer, the third lives in the Sahara, and the fourth lives in West Africa. During the conversation, the students should discuss, where they live, how they make a living, and what life is like in their area.
2. Compare the importance of the Congo River to the people of South Africa with the Nile River to the people of Egypt.
3. Report on the causes of South Africa's failure to develop as an industrial nation.
4. Research and report on the diamond industry of South Africa.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTH AFRICA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE: Recognize that all nations are part of a world community.

INFUSED COMPONENT:
CAREERS:

ECONOMIC CONCEPTS:
1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Identify the European nations that led in African exploration and colonization.
2. Evaluate the statement that "Nationalism in Africa resulted from Western influence."
3. Name the countries that are presently European colonies.
4. Examine Africa's political position in the world community.

SUGGESTED ACTIVITIES

1. Conduct research to find out why Europeans did not explore Africa until the late 1700's.
2. Report on Africa's relationship with the United States.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTH AFRICA

TOPIC: POLITICAL AND SOCIAL ASPECTS

UNIT OBJECTIVE:

1. Recognize that culture influences the development of a society.
2. Evaluate the statement: Government is of critical importance in people's lives and helps to explain the ways men live and think.
3. Realize that society consists of individuals and groups in constant interactions.
4. Recognize that human beings have psychic and spiritual needs as well as physical needs.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief that all persons have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
2. Belief in the recognition of the dignity and value of individuals.
3. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.

COMPETENCIES

1. Examine the Apartheid laws existing throughout South Africa.
2. Examine Apartheid as an international issue and the political affects it has on South Africa.
3. Analyze the political structure of tribalism.
4. Compare the relationship between whites and blacks in South Africa in view of the social conditions prevailing in the United States.
5. Identify the major ethnic groups of Africa.
6. Discuss the impact of animism on the people of Africa.
7. Compare the family structure of Africa to that of America.
8. Appraise the significance of African culture in the Western World.

SUGGESTED ACTIVITIES

1. Make a list of five laws the Black Americans enjoy that the apartheid laws forbid in South Africa.
2. Report on the contributions made in the Western World by Africans.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTHERN ASIA

TOPIC: ECONOMIC AND POLITICAL ASPECTS

UNIT OBJECTIVE:

1. Propose that accessibility to major bodies of water is conducive to economic growth.
2. Evaluate the statement that there is a correlation between population growth and a nation's ability to produce food.
3. Generalize that as long as differing political systems exists, conflicts are inevitable.
4. Formulate the concept that a need for government arises whenever people live and work together.

INFUSED COMPONENT:

CAREERS: Agriculture

ECONOMIC CONCEPTS: Individuals make economic decisions on the basis of their values and goals.

VALUES:

1. Belief that competition and cooperation are essential to the democratic process and to our national well-being.
2. Belief in the recognition of the dignity and value of individuals.
3. Belief that government should be based on properly enacted laws.

COMPETENCIES

1. Evaluate the importance of the Indus River to the people of West Pakistan.
2. Examine the conflict existing between India and Pakistan over the area known as Kashmir.
3. Explain why the people are not able to grow enough food to feed the people of Southern Asia.
4. Discuss British rule in India.
5. Elaborate on Gandhi's influence in India.
6. Examine the events that led to the creation of Bangladesh.

SUGGESTED ACTIVITIES

1. Collect news articles relating to conflict between India and Pakistan.
2. Compare the government of India before 1947 to that of 1975.
3. Make a report on the creation of Bangladesh.
4. Have the county agent come and speak to the class concerning the opportunities in the field of agriculture.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTHERN ASIA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Analyze the concept of each society teaches its members the principles they need to know in order to live in that society.
2. Relate that human beings have psychic and spiritual needs as well as physical needs.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS: Individuals make economic decisions on the basis of their values and goals.

VALUES:
1. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
2. Belief that all persons should possess equal rights to life, liberty, and property.

COMPETENCIES

1. Explain the caste system.
2. Compare the class structure in America to the Caste System existing in the Sub-Continent.
3. Identify the major religious groups in India.
4. Analyze the ways religious beliefs and social customs divide the people of India.
5. Describe the typical village in India.

SUGGESTED ACTIVITIES

1. Write a report on the caste system in India explaining the classes and castes.
2. Make a chart on the major religions and classify them.
3. As a visitor to India, write an article on the different religions and customs of the people of India.
4. Do a comparative study of the standards of living (based on Gross National Product). Compare India's per capita income with developed and other undeveloped countries.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN ASIA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:

1. Examine the statement: Man's physical environment imposes limitations on his activities but, with technology and economic resources, man has often modified his environment.
2. Analyze the concept, geography determines a nation's ability to produce food.
3. Relate that geography strongly influences the way people live.
4. Evaluate the statement, as long as a differing political system exist, conflict is inevitable.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Locate the People's Republic of China.
2. Tell in what geographic area the Chinese civilization first developed.
3. Cite geographical forces that place limitations on Chinese settlements.
4. Describe the landforms of Manchuria.
5. Elaborate on ways Chinese farmers deal with the problems of land and climate in the river valleys of the Yangtze and Hwang Ho.
6. Evaluate the importance of the Si River to the people of South China.
7. Examine the political importance of Korea's location.
8. Evaluate the importance of Japan's location.

SUGGESTED ACTIVITIES

1. Draw a map showing the People's Republic of China and Taiwan.
2. Make a written comparison of the climate of China to that of the United States of America.
3. Locate on a map the latitudes of China.
4. Write a report on the development of industry in China since the end of World War II.
5. On an outline map of China locate the major geographic regions, rivers, mountains, and cities.
6. Research the issue: "Japan's location affects its development as a nation."
7. Draw a map showing places where major earthquakes have occurred and research scientific developments relative to earthquakes.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN ASIA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:

1. Confirm that government is of critical importance in peoples' lives and helps to explain the ways men work and make a living.
2. Realize that as long as differing political idealogies exist conflict is possible.
3. Propose that all nations are part of a world political community.

INFUSED COMPONENT:

CAREERS: Government

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. The policies of governmental units may promote or impede economic growth and stability.
3. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism,due process, and equal protection; that government has a responsibility for promoting the general welfare.
2. Belief that America is part of an interdependent world community.
3. Belief that both competition and cooperation are essential to the democratic process and to our national well being.
4. Belief that citizens should develop attitudes which will insure patriotism toward democracy.

COMPETENCIES

1. Give the official name for both Chinas.
2. Cite reasons why communists succeeded in gaining control of China.
3. Discuss the influences of Chiang Kai-shek in China.
4. Compare the government of Nationalist China and the People's Republic of China.
5. Judge the statement "China's isolation doctrine has made it hard to resist European imperialism."
6. Discuss the political relationships existing among China, Russia and the U.S.

SUGGESTED ACTIVITIES

1. Have students to trace the beginning of communism in China that led to the control of China.
2. Prepare a report on Chinag-Kai-shek's contributions in China.
3. Have the students to make a comparison of the government of Nationalist China to that of the People's Republic of China.
4. Have pupils prepare a report on the political relationship now existing among China, Russia, and the United States.
5. Write a report about Japan's part in World War II from December 7, 1941 to 1945.

COMPETENCIES (Continued)

7. Distinguish between the Republic of Korea and the People's Democratic Republic of Korea.
8. Examine Japan's position in World War II.
9. Evaluate the results of World War II.

SUGGESTED ACTIVITIES (Continued)

6. Have guest speakers from World War II to speak to the class.
7. Have students to read about the dropping of the atom bomb on Hiroshima, write a report about the outcome and physical aftermath.
8. Go on a field trip to the Post Office, the Court House, and to the City Hall.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN ASIA

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Examine the concept: Geography determines the lifestyles of a people.
2. Recognize that there is a correlation between population and a nation's ability to produce food.
3. Recognize that the economic level of a nation is determined to a large extent, by its available resources.
4. Concur with the statement: A nation uses the resources of the earth to fulfill its basic needs.

INFUSED COMPONENT:

CAREERS:
1. Agriculture
2. Industrial production

ECONOMIC CONCEPTS:
1. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Belief that man should make wise use of the forces and resources of nature.
2. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.

COMPETENCIES

1. Account for the fact that China is the third largest nation in the world; yet, it cannot produce enough food for its people.
2. Compare the Communes of China to the collective farms in Russia.
3. Explain why China failed to become a manufacturing nation.
4. Discuss Japan's ability to become an industrialized nation with only limited mineral resources.
5. Compare the industrial revolution of Japan to that of Great Britain.

SUGGESTED ACTIVITIES

1. Make a population chart displaying the ten largest countries in the world percentage wise.
2. Construct a chart showing the differences between the percentage of Japan's and United States' crop production.
3. Construct a bar graph illustrating the percentage of imports and exports of Japan.
4. Report on the influence the industrial revolution had on both Japan and Great Britain.
5. Construct a relief map depicting the resources of Taiwan and China.
6. Have students research the community in order to determine which jobs are related to agriculture directly or indirectly.
7. List the major industrial institutions in your community and report on the requirements needed for these jobs.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTHEAST ASIA

TOPIC: GEOGRAPHIC FEATURES

UNIT OBJECTIVE:
1. Recommend that geography strongly influences the way people live.
2. Recognize accessibility to major bodies of water is good for economic growth.

INFUSED COMPONENT:

CAREERS: Agriculture

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Locate the region of Southeast Asia.
2. Evaluate the importance of Southeast Asia's strategic location.
3. Describe the climatic concitions of Southeast Asia.
4. Evaluate the influence monsoons have on farming.
5. Discuss the importance of the rivers to the people of Southeast Asia.

SUGGESTED ACTIVITIES

1. Construct an illustration showing the wind patterns of the monsoons.
2. Have students research the community in order to determine which jobs are related to agriculture directly or indirectly.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: EASTERN ASIA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Evaluate the concept: Culture influences the development of a society.
2. Propose that better education of all people will produce a higher standard of living and a broader distribution of wealth.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:
1. Individuals make economic decisions on the basis of their values and goals.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Belief that separation of church and state is essential; that public education should promote moral and spiritual values.
2. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.

COMPETENCIES

1. Discuss the family structure in China.
2. Compare the educational system of China with the educational system in the United States.
3. Compare Tokyo and Shanghai.
4. Discuss Confucius's influence on the Chinese people.

SUGGESTED ACTIVITIES

Have each student compile a list of Confucius' sayings. Then discuss each one, asking the class whether or not the saying would tend to support communism as practiced in China.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTHEAST ASIA

TOPIC: POLITICAL ASPECTS

UNIT OBJECTIVE:
1. Recognize that a need for government arises wherever people live and work together.
2. Propose that every country is part of the political world community.
3. Recommend that a balance of power in international affairs is a necessity.

INFUSED COMPONENT:

CAREERS: Government

ECONOMIC CONCEPTS:

VALUES:
1. Belief that American should work to achieve a world in which justice and peace are assured to all mankind.
2. Belief that both competition and cooperation are essential to the democratic process and to our national well being.

COMPETENCIES

1. Discuss the political conflict existing in Southeast Asia since 1975.
2. Evaluate United States involvement in the Southeast Asia conflict. 1965-present
3. Discuss the significance of the political situation in Southeast Asia as it relates to human progress in that area.

SUGGESTED ACTIVITIES

1. Research and report on the social changes that have occurred in Southeast Asia since 1975.
2. Construct a chart showing the amount of financial aid and man power the United States sent to South Vietnam compared to any other selected war.
3. Report on the immigrants that came to the United States under President Ford's administration.
4. Go on a field trip to the Post Office, Court House, and City Hall.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTHEAST ASIA

TOPIC: ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Propose that there is a definite correlation between a country's economic level and its population growth.
2. Realize that a country uses the resources of the earth to fulfill its basic needs.
3. Confirm the concept that geography places limitations on the economic activities of a people.
4. Realize that government influences the economic activities of a people.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that all persons should possess equal rights to life, liberty, and property.
2. Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Tell what crops are planted on two-thirds of the cultivated lands in Indochina.
2. Identify the resources of Southeast Asia.
3. Describe the living conditions in the countries of Southeast Asia.
4. Analyze the correlation between standards of living and the principal occupations.
5. Discuss the economic activities of Southeast Asia since the communist invasion.

SUGGESTED ACTIVITIES

Report on the rice industry in Indochina.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: SOUTHEAST ASIA

TOPIC: SOCIAL ASPECTS

UNIT OBJECTIVE:
1. Relate that a society consists of individual and groups in constant interactions.
2. Realize that all nations are part of an interdependent world community.
3. Propose that people have psychic needs as well as physical needs.

INFUSED COMPONENT:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.
2. Belief that the separation of church and state is essential.

COMPETENCIES

1. Research to discuss the impact of the Vietnam War on the American society.
2. Analyze the impact religions have on the life-styles of people in this region.

SUGGESTED ACTIVITIES

1. Construct a bulletin board using articles relative to Southeast Asia.
2. Debate the power of the press in disseminating information about Southeast Asia to the American people.

SUBJECT: GEOGRAPHY GRADE: 7

UNIT: AUSTRIALIA

TOPIC: GEOGRAPHIC AND ECONOMIC ASPECTS

UNIT OBJECTIVE:
1. Recognize that geography influences the patterns of settlements.
2. Relate that geography places limitations on the economic activities of a people.
3. Realize that all nations are part of an interdependent world community.
4. Perceive that a need for government arises wherever people live and work together.
5. Realize that culture influences the development of a society.

INFUSED COMPONENT:

CAREERS:
1. Government
2. Service
3. Transportation
4. Health

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that man should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Explain why Australia is not labeled as an island.
2. Identify the major cities in Australia.
3. Account for the difference in economic activities between the northern and southern parts of Australia.
4. Examine reasons that will help explain why Australia is the leading producer of sheep.
5. Explain why the interior of Australia is sparcely populated.
6. Explain why the climate becomes cooler as one travels south in Australia.
7. Cite the form of government found in Australia.
8. Compare the life-styles of the Australians to those of Americans.
9. Compare the heritage of Australia to that of the United States.

SUGGESTED ACTIVITIES

1. Construct a chart to illustrate population distribution and report on the causes of such distribution.
2. Construct a scrapbook illustrating the major occupations relative to Australia.

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Newsweek
U.S. News and World Report
Soviet Life
Natural Science

NEWSPAPERS

National Observer
Meridian Star
Commercial Appeal
Clarion Ledger

TAPES

African Folktails: Kinnenet and the Gorilla
African Folktails: Why the Leopard has Spots
African Folktails: How One Bridge Became Four
African Folktails: Two African Fabels
African Folktails: The Creation of Man
African Folktails: The Man Who Owned the Moon

Around the World Folk Song:
Folk Songs of: Sweden, Denmark and Holland
Folk Songs of: Vietnam and Indonesia
Folk Songs of: Nigeria, India, Liberia, Egypt
Folk Songs of: Greece, Norway and Ireland
Folk Songs of: Italy, Spain and Yugoslovia
Folk Songs of: Russia, Germany, Switzerland and Greece

Challenge of Communism: History of the Communist Manifest
Challenge of Communism: Many Roads to Communism
Challenge of Communism: Communist Ideas
Challenge of Communism: Communism and Capitalism

Christmas In: Norway, China and Japan

Conservation of Our Resources: This is Our Land
Conservation of Our Resources: The Need of Conservation
Conservation of Our Resources: Soil and its Conservation
Conservation of Our Resources: The Conservation of Wild Life
Conservation of Our Resources: Conservation of Human

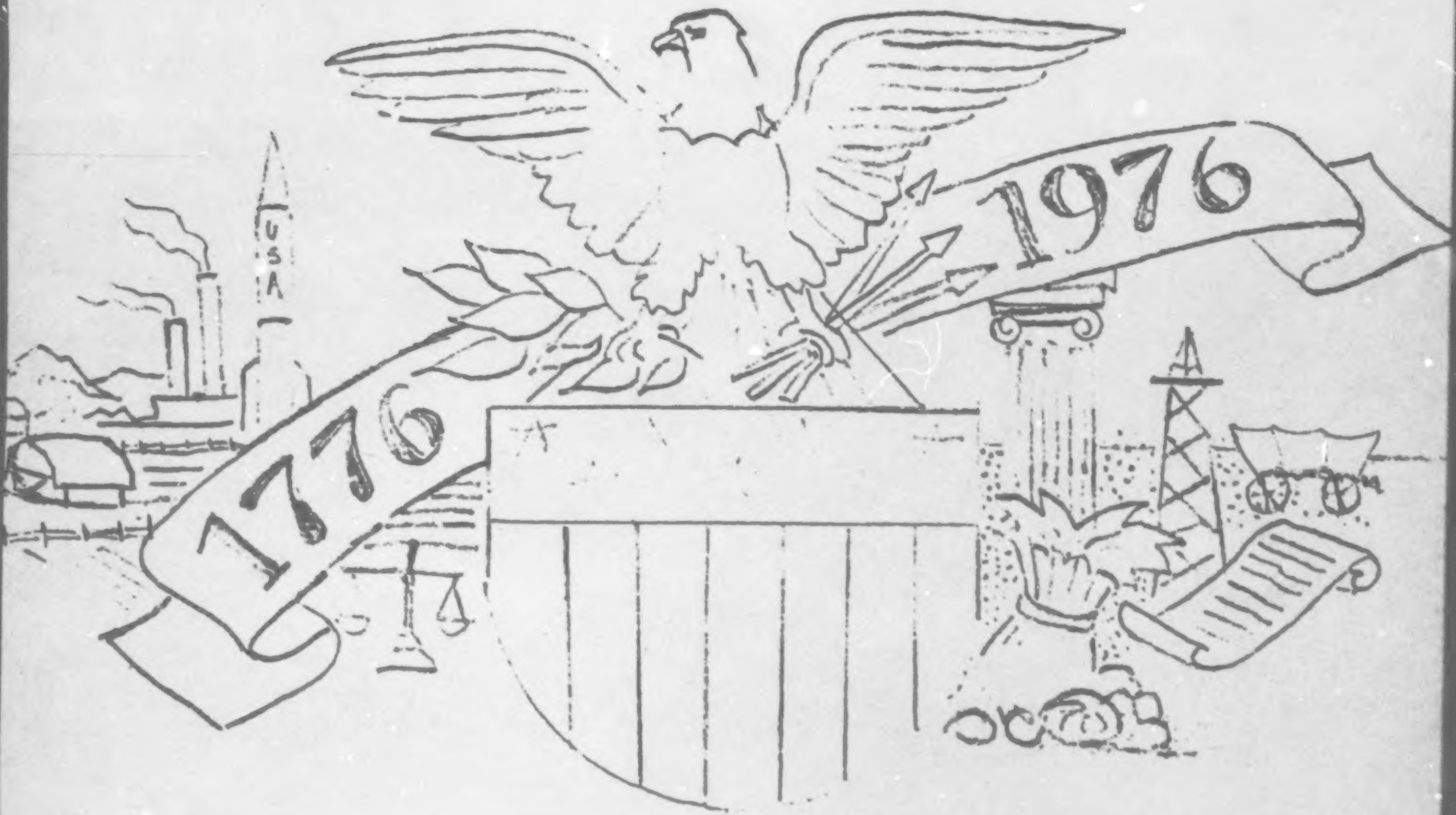
Japan Old and New: Daily Life
Japan Old and New: Economic Life
Japan Old and New: Old Japan

Maps and How to Use Them: Elements of a Map
Maps and How to Use Them: Using the Globe
Maps and How to Use Them: Maps for Special Purpose
Maps and How to Use Them: Maps Show Where

Nations of Europe and Africa: Part I

Other Tapes:
Citizenship
Climate
Continents and Oceans
Day and Nights
Direction on Maps
Direction on Globes
Hemisphere
Latitude
Longitude
Rivers

SOCIAL SCIENCE VIII


1776
1976
USA

AMERICAN HISTORY

"THE UNITED STATES AND ITS POSSESSIONS"

INTRODUCTION FOR EIGHTH GRADE SOCIAL SCIENCES

We believe that it is imperative for students to be able to solve complex social, political, and economic problems which will become more intensified by the year 2000.

American society is built on the premise of education for democratic citizenship. In the midst of change, society demands that education be a major catalyst for enabling citizens to grasp the change, to turn it not toward haziness, but toward inherent possibilities for the welfare of all. If the thrust of education is to be such, it must develop in citizens their capacities for critical thinking, analysis, problem-solving and valuing.

Survival and the enrichment of man is the overall theme for the units of work herewith stated; with emphasis on economic, political, geographic, and historical development of each.

The units of work are arranged chronologically for perceiving the developmental steps in the building of our nation and the gradual growth of democracy.

The teacher may use this guide as a point of departure for cognitive processes and proceed to the affective or vice versa.

To sensitize the student to the world of work, a new dimension has been added to the social science curriculum.

Social Science teachers and businessmen agree that the lack of consistent exposure to skills required for career education is long overdue.

We believe that if the student is exposed to career education on all levels of achievement as an addendum to the existing curriculum content, he will be equipped with the needed skills for responsible citizenship in our world community.

Career education is not treated as a separate entity but is infused into the content of the existing units of work.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: DISCOVERY, EXPLORATION AND SETTLEMENT OF NORTH AMERICA

TOPIC: A NEW WORLD IS FOUND AND EUROPEAN NATIONS PLANT COLONIES AND STRUGGLE FOR CONTROL OF THE NEW WORLD

UNIT OBJECTIVE:

1. Analyze the effect of European nations in establishing folkways and mores in America.
2. Identify the factors that led to exploration and discovery of America.
3. Depict the results of voyages to the New World.
4. Demonstrate the significance of geographical concepts introduced by explorers.
5. Determine why England, France, and Spain dominated the settlement of North America.
6. Compare motives for supremacy in the New World.
7. Survey the economic and political influence of England, France, and Spain.

INFUSED COMPONENT:

CAREERS:

1. Fishing industry
2. Navigation
3. Mercantile occupations
4. Archaeology
5. Anthropology

ECONOMIC CONCEPTS: Growth and stability are common goals of all economic systems.

VALUES:

1. Belief that man should make intelligent use of forces and resources of nature.
2. Belief that all persons should possess equal rights to life, liberty and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief in the recognition of the dignity and value of individuals.

COMPETENCIES

1. Analyze changes in Europe which led to the discovery of the New World.
2. Summarize results of discoveries.
   - A. Columbus
   - B. Prince Henry
   - C. da Gama
   - etc.
3. Identify geographical and economic consequences of discoveries.
4. Discuss the impact of discoveries on the life of American Natives. (American Indians)

SUGGESTED ACTIVITIES

1. Trace routes of early explorers.
2. Compare and contrast the purposes in coming to America, techniques in settling America, and contributions to American life.
3. Research and compare different ethnic groups such as French, Spanish, etc.
4. Construct a chart showing the results of voyages made by Europeans who came to the New World.

COMPETENCIES (Continued)

5. Synthesize cultural contributions of Europeans.
6. Analyze why Spain had difficulties governing her New World Empire.
7. Trace the political and religious influence of Spain, England, and France.
8. Tell why France and England had difficulty governing their New World Colonies.
9. Discuss why a quest for power developed friction between England, France, and Spain resulting in England's dominance of the New World.
10. Compare and contrast the English colonies.
11. Examine the Crusades and their economic effects which either prompted or led to the discovery and settlement of the New World

SUGGESTED ACTIVITIES (Continued)

5. Explore the areas of professional competency involved in the discovery process such as mercantile navigation and the fishing industry.
6. Use qualified personnel to speak on modern navigation techniques.
7. Trace early trade routes and compare or contrast them to trade agreements of today.
8. Examine the economic significance of monopolies on the trading activities of Venice and Genoa.
9. Role Play:
   A. Conquistador
   B. Cabellaro
   C. Fur Trapper
   D. Jesuit Priest
10. Construct a map depicting areas settled by France and England and Spain.
11. Compare the New England, Middle and Southern Colonies.
12. Analyze the viewpoints of two or more authors on the struggle for supremacy in the New World.
13. Explain the use of data obtained by anthropologists and archaeologists which is the basis of early American History.
14. Analyze the influence of various religious denominations on the development and settlement of the New World.
15. Prepare a report depicting the motives of France, Spain and England in colonizing the New World.
16. Using the inquiry and research approach describe how the geographic conditions of each section economically affected colonial life.
17. Role-Playing: Stage a socio drama in class to evaluate British mercantile policy. The "cast" might include a colonial merchant, a ship owner, a housewife, a British customs official and a farmer.

18. Group Reports: Ask committees of students to investigate the following topics:
    A. The "Bread Colonies"
    B. Why New England turned to the sea
    C. The triangular trade in fish, rum and slaves
    D. The labor system in New England
    E. From indentured servant to slave in the South

    After the committee members have discussed their topic among themselves, let them report their findings to the class as a whole organized as a seminar on Colonial Economic Life.
19. Writing a charter: Have the students draw up an imaginary royal charter for a company like the Plymouth or London Company which expects to settle colonists in America. Include such items as the purpose of the company; the rights of the stockholders; and the priviledges, obligations and responsibilities of the colonists. On the basis of the charter, discuss possible conflicts of interest that might arise.
20. Personal Letter: As a colonist, have a student or students write a personal letter to a friend in London complaining about British restrictions on colonial trade and suggesting remedies for the situation.

SUBJECT: AMERICAN HISTORY GRADE:

UNIT: STRUGGLE FOR INDEPENDENCE AND THE ESTABLISHMENT OF A NEW NATION

TOPIC: BICKERING WITH THE MOTHER COUNTRY

UNIT OBJECTIVES:
1. Envision signs of irritation between the colonies and England.
2. Synthesize reactions and counter-reactions between England and the colonies.
3. Scrutinize the seriousness of open rebellion.
4. Analyze the premise upon which the Americans decided to declare their independence from Great Britain and differentiate among license and liberty.

INFUSED COMPONENTS:

CAREERS: Armed Forces

ECONOMIC CONCEPTS:
1. Individuals make economic decisions on the basis of their values and goals.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
2. Belief that freedom of inquiry, expression, and discussion provide the best way for solving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

COMPETENCIES

1. Discuss England's right to control internal affairs of the colonies.
2. Analyze the power of propaganda and the Press.
3. Discuss the Boston Tea Party.
4. Discuss restrictions and regulations placed on the colonies of England.
5. Indentify the roles of American patriots in moving toward independence.
6. Analyze the First Continental Congress.
7. Examine documents to find out why the conflict occurred between England and the colonies.
8. Analyze measures taken by the Second Continental Congress.

SUGGESTED ACTIVITIES

1. Develop a theme entitled "Opposition is not effective until it becomes organized." (example: "Stamp Act Congress.")
2. Interpret the statement: "Revolution is born of a few determined men."
3. Research and synthesize five articles on taxation without representation.
4. Elaborate on whether armed conflict came as a surprise to either side. (England and colonies)
5. Role play: The non-military heroes.
6. Prepare a report supporting the importance of foreign policy.
7. Simulate legislative processes. (Example: House of Burgesses)

9. Interpret the ideas expressed in the Declaration of Independence.
10. Tell how the contributions of European countries aided in the colonies winning the war.
11. Survey and analyze the Parliamentary laws and their economic consequences on Colonial life.

8. Synthesize orgins and symbols of American democracy such as: the flag, Liberty Bell, Statue of Liberty, Valley Forge, House of Burgesses.
9. Keep a two-day diary of events of the period.
10. Write a position paper on one of the following:
    - Totalitarianism vs. Democracy
    - License vs. Liberty
    - Tolerance vs. Intolerance
    - Unalienable rights vs. Manmade laws.
11. Construct a map of the United States in 1783.
12. Illustrate Minutemen, and Washington at Valley Forge.
13. Formulate a list of the economic and financial aspects of the war which will be used as supportive evidence in the position paper described above.
14. Through student reading, research, and interviews explore the feasibility of a volunteer defense force.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: STRUGGLE FOR INDEPENDENCE AND THE ESTABLISHING A NEW NATION

TOPIC: FASHIONING A NEW GOVERNMENT

UNIT OBJECTIVE: Explain how the American people transformed the constitution from a plan of government to a government in operation that proved vigorous and energetic.

INFUSED COMPONENTS:

CAREERS: Legal Professions - law and the profession

ECONOMIC CONCEPT: Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES: Belief that government must be based on properly enacted laws, consistent with theories of Constitutionalism, due process, and equal protection; that government has a responsibility for promoting the general welfare.

COMPETENCIES

1. Discuss how the United States was governed before the Articles of Confederation.
2. Analyze the Continental Congress.
3. Discuss the strengths and weaknesses of the Articles of Confederation.
4. Analyze the Constitution.
5. Discuss opposition to the Constitution.
6. Explain methods of amending the Constitution.
7. Examine the fundamental political and economic philosophies of Jefferson and Hamilton.
8. Illustrate how the United States won the respect of other nations through its foreign policy.

SUGGESTED ACTIVITIES

1. Simulate the Constitutional Convention.
2. Make a chart showing the compromises made at the Constitutional Convention and the results of each.
3. Debate: Resolved that the Constitution is a "Bundle of Compromises."
4. Survey Court cases dealing with Civil liberties and give the results of each.
5. Decode the rights expressed in the Bill of Rights.
6. Identify the social status of the men attending the Constitutional Convention.
7. Illustrate with cartoons the weaknesses of the Articles of Confederation.
8. Pinpoint an incident which catapulted our relations with other nations. (Examples)
   Jefferson's support of French
   Washington's Speech - Stay clear of entangling alliances.
   etc.
9. Compare and contrast the political and economic ideas of Jefferson and Hamilton.

10. Investigate legal professions through field trips such as court visits and/or visits to other government agencies.
11. Utilize a lawyer for discussion and question-answer period dealing with Constitution, law, the profession.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: PROGRESS OF THE NEW NATION

TOPIC: JEFFERSONIAN DEMOCRACY

UNIT OBJECTIVE: Outline and synthesize changes in government which occurred during Jefferson's Administration and determine the effect of these changes.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that Americans whould have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

COMPETENCIES

1. Analyze the conflict in the Election of 1800.
2. Discuss the Louisiana Purchase and the constitutionality of its purchase.
3. Relate the success of the Lewis and Clark Expedition.
4. Discuss Jefferson's Foreign Policy.
5. Explain the invasion of the Floridas.
6. Interpret the importance of the Marshall Courts in determining the power of the central government and strength of the Constitution.
7. Discuss the political and economic characteristics of Jeffersonian Democracy and evaluate these characteristics in a modern society.

SUGGESTED ACTIVITIES

1. Draw cartoons demonstrating how the Election of 1800 was decided considering each state had one vote.
2. Role play the Louisiana Purchase. Pretend that you were Livingston and Monroe negotiating the Louisiana Purchase.
3. Trace the routes of Lewis and Clark.
4. Write a journal or diary depicting the encounters of Lewis and Clark.
5. Prepare a report on the Indians of the Southwest. Who were they? What were their folkways and mores? Why were they in the news?
6. View a filmstrip and examine documents on Marbury vs. Madison Identify the conflict.
7. Prepare biographical sketches of Jefferson, Madison, Monroe, Albert Gallatin, and Robert Livingston.
8. Explain Jeffersonian Democracy. Indicate the three things for which Jefferson wanted to be remembered.
9. Have students analyze through open discussion the economic viewpoint of Jefferson.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: PROGRESS OF THE NEW NATION

TOPIC: THE WAR OF 1812

UNIT OBJECTIVES:
1. Analyze the conflict between England and America which gave rise to the second war for independence.
2. Summarize the outcome of the war.

INFUSED OBJECTIVES:

CAREERS:

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.
2. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

COMPETENCIES

1. Construct a force-field analysis of events leading to the war, listing the driving and restraining forces and conclusions.
2. Analyze the Battle of New Orleans and the role of Andrew Jackson.
3. Contrast the differing opinions on the United States' entrance into the War of 1812. Consider these factors:
   - A. Rise of the West
   - B. Growth of shipping interest
   - C. War Hawks

SUGGESTED ACTIVITIES

1. Construct a chart showing the grievances against Great Britain that led to the declaration of war.
2. Give a report on the "War Hawks."
3. Analyze the circumstances under which the Star Spangled Banner was written.
4. Display a picture of Francis Scott Key. Learn the Star Spangled Banner.
5. Draw a map of the United States showing the location of the major battles of the war.
6. Play a record of Jean Lafitte and Andrew Jackson.
7. Complete the statement: The Battle of New Orleans might have been avoided if . . .
8. Economically speaking, have students explain this phrase "grass is growing in the streets of the cities."

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE AMERICAN WAY OF LIVING CHANGES AS THE DIFFERENT SECTIONS DEVELOP

TOPIC: SECTIONALISM AND TERRITORIAL EXPANSION

UNIT OBJECTIVES:
1. Decode social, economic, and political problems which increased sectional tensions in the United States.
2. Analyze the circumstances under which pioneers moved west.
3. Perceive the effects of geographical conditions.

INFUSED OBJECTIVES:

CAREERS: Industry

ECONOMIC CONCEPTS:
1. The quantity and quality of population directly affects production.
2. Each of the factors of production expects to receive compensation for its contribution to the process of production.

VALUES: Belief that both competition and cooperation are essential to the democratic process and to our national well-being.

COMPETENCIES

1. State changes which affected American life during the Industrial Revolution.
2. Analyze the Plantation System.
3. Discuss the Factory System.
4. Tell why settlers moved to the Frontier.
5. Differentiate among the agricultural South, the industrial Northwest, and the West.
6. Discuss the provisions of the Compromise of 1820 during the Jacksonian Era.
7. Explain "Manifest Destiny."

SUGGESTED ACTIVITIES

1. Identify the pioneers of the Industrial Revolution.
2. Construct models of several inventions.
3. Compare the working conditions in an early factory with modern-day factories.
4. Make a poster depicting the Plantation System of the South.
5. Point out the distinctive characteristics of the Jeffersonian Era.
6. Make a chart showing the transportation system.
7. Conduct a debate: Sectionalism vs. Nationalism.
8. Organize a field trip to a factory to orient students with positions. and jobs in industry.
9. Analyze the qualifications for various positions in industry through interviews and accumulate materials for booklets.
10. Write job descriptions for various roles. Examples: a long hunter, a scout, the role of women, etc.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE AMERICAN WAY OF LIVING CHANGES AS DIFFERENT SECTIONS DEVELOP

TOPIC: THE GROWTH OF DEMOCRACY

UNIT OBJECTIVES: Synthesize the gradual growth of democracy.

INFUSED COMPONENTS:
CAREERS: Civil Service, Banking

ECONOMIC CONCEPTS: In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.

VALUES: Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.

COMPETENCIES

1. Review the contributions of immigrants.
2. Relate the election of 1824 to the 12th Amendment.
3. Scrutinize the Spoils System."
4. Determine Jackson's attitude toward:
   A. Indians
   B. Nullification
   C. National Bank
5. Analyze the rise of the Whigs as a political party.
6. Discuss Idealists and reformers.

SUGGESTED ACTIVITIES

1. Let the class be organized into a state legislature trying to decide what reform movements should be encouraged by legislation. Give examples of some possible laws.
2. Students will create a Utopia.
3. Research the contributions of immigrants.
4. Examine documents to determine why Westerners were intensely democratic.
5. Browse through diaries and journals dealing with Frontier life.
6. Write a play depicting Pioneer Life.
7. Utilize Civil Service employees to conduct mock interviews.
8. Tour a local banking facility to allow students to acquaint themselves with various jobs.
9. Research qualifications of a Civil Service Officer.
10. Construct a graph showing the nationalities and numbers of immigrants who flooded the American job market.
11. In a position paper, tell why the use of the Spoils System affected the economy.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EXPANDS AND IS TORN BY WAR

TOPIC: ACQUISITION OF NEW TERRITORIES AND FINAL BOUNDARIES

UNIT OBJECTIVES:
1. Determine how westward expansion brought states into the Union and intensified the slave issue.
2. Discuss the idea of natural limits to American expansion or Manifest Destiny and its implications.

INFUSED COMPONENTS:

CAREERS: Mining, transportation, and cattle industry

ECONOMIC CONCEPT: Growth and stability are common goals of all economic systems.

VALUES:
1. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.
2. Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

COMPETENCIES

1. Discuss the settlement of Oregon.
2. Discuss Manifest Destiny and show how it affected expansion.
3. Analyze Texan Independence.
4. Decode the War with Mexico.
5. Discuss the California Gold Rush.
6. Tell how railroads encouraged the settlement of the west.
7. Explain the Gadsden Purchase.
8. Discuss the Alaskan Purchase.

SUGGESTED ACTIVITIES

1. Draw a map, trace the trails westward.
2. Write a report on the fur trade.
3. Show a filmstrip on Texan Independence.
4. Discuss the influence of the Mormons.
5. Construct a map reflecting the different battles.
6. Present a discussion in the United States Senate on Texas Annexation.
7. Play a record of the Alaskan Purchase.
8. Outline the territory acquired and the reason for acquisition.
9. Investigate the career qualifications and opportunities involved in:
   - A. Mining
   - B. Cattle industry (furriers, tanners, trappers)
   - C. Transportation (railroads)
   - D. Petroleum industry
10. Prepare a graph showing the currency of the U.S. as backed by gold over the years.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EXPANDS AND IS TORN BY WAR

TOPIC: THE CIVIL WAR

UNIT OBJECTIVE: Examine issues which threaten the welfare of citizens within a country and formulate judgements about controversial issues which relate to individual and group rights.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

1. The policies of governmental units may promote or impede economic growth and stability.
2. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES: Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.

COMPETENCIES

1. Survey sectional views of North, South, and West.
2. Analyze the Compromise of 1850.
3. Define States' Rights.
4. Survey the following:
   - A. Uncle Tom's Cabin
   - B. Dred Scott Case
   - C. Underground Railroad
   - D. John Brown's Raid
5. Identify Kansas-Nebraska Act.
6. Define secession.
7. Explain the strategies of the North and South during the war.
8. Contrast the United States with the Confederacy.
9. Outline various battles and leaders.
10. Review the literature; determine the effects of propaganda.

SUGGESTED ACTIVITIES

1. Simulate the Webster-Hayne Debates; John C. Calhoun's reaction to the tariff of 1832.
2. Listen to and analyze recordings.
3. Formulate judgments about the Election of 1860 with emphasis on driving and restraining forces and its effect on the Southern States.
4. View films and filmstrips on the Civil War.
5. Visit Merrehope. (Field trip)
6. Summarize the main points of Lincoln's Inaugural and Gettysburg Addresses.
7. Dramatize Lee's surrender at Appomattox.
8. Play a game: "Alternatives Search," Simon, Values Clarification.
9. Analyze the 13th. 14th, and 15th Amendments.
10. Write a position paper depicting "Tariff vs. free trade."

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EXPANDS AND IS TORN BY WAR

TOPIC: RECONSTRUCTION

UNIT OBJECTIVES:
1. Perceive problems of Reconstruction and envision why reuniting the nation was as difficult as preserving the Union.
2. Analyze issues which were resolved by the War.

INFUSED COMPONENTS:

CAREERS: Museum Curators

ECONOMIC CONCEPTS: In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.

VALUES:
1. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
2. Belief that individual and group rights must be exercised is such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.

COMPETENCIES

1. Review the economic status of the South during Reconstruction.
2. Describe how reconstruction affected blacks in the South.
3. Explain the effects of the Civil War on the Plantation System and on the development of industry in the South.
4. Decode the Reconstruction Act of 1867.

SUGGESTED ACTIVITIES

1. Conduct a field trip to Vicksburg, and the museum at the Old Capitol Building in Jackson to view artifacts used during the war.
2. Write an editorial depicting conflicting plans of reconstruction.
3. Prepare a report on the dispute of the Election of 1876.
4. Prepare a dialogue between a scalawag and a carpetbagger.
5. Simulate impeachment proceedings.
6. Conduct interviews.
7. Invite resource personnel to speak to the class.
8. Collect artifacts used during the War and during the post-war period.
9. Make costumes typical of the period.
10. While visiting the various museums those students interested will interview curators as to qualifications, duties, and benefits of this and other related positions.
11. Examine the agricultural vocations available in Mississippi such as Cooperative Extension Service Workers conservationists, soil scientists, veterinarians, etc.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES AS A WORLD POWER

TOPIC: THE SPANISH AMERICAN WAR

UNIT OBJECTIVES:
1. Survey the major agricultural, industrial, social, and cultural aspects of American life during the years following the Civil War.
2. Define the role of imperialism in a democracy.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that people are capable of governing themselves; that political power belongs to and comes from the people and that people have the right by lawful means to change their government.

COMPETENCIES

1. List areas of expansion brought about by the Spanish American War.
2. Analyze the influence of the press.
3. Discuss Cuban Independence.
4. Review the status of the Philippines after the war.
5. Specify Teddy Roosevelt's participation in the Spanish American War.

SUGGESTED ACTIVITIES

1. Write a newspaper article showing the destruction of the Battleship "Maine."
2. Construct political cartoons.
3. Write a song describing scenes on San Juan Hill.
4. Construct a force field analysis of the war and suggest alternatives for resolving the issues.
5. Compare Cuba under the leadership of Spain; as an independent nation under communism.
6. Research the cultural life of the Cuban refugees.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: MODERN AMERICA TAKES SHAPE THROUGH INDUSTRIAL, ECONOMIC, AND SOCIAL DEVELOPMENT

TOPIC: TRANSFORMATION OF A NATION

UNIT OBJECTIVE: Survey the major agricultural, industrial, social, and cultural aspects of American life during the years following the Civil War.

INFUSED COMPONENTS:

CAREERS: Welfare and social workers, businessmen, scientific and technical occupations.

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.
3. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.

COMPETENCIES

1. Compare and contrast economic growth in the North, South, and West.
2. Examine the reason for mammoth growth in industry.
3. Discuss attractions and contributions of immigrants in America from 1870-1900.
4. Analyze reasons for settling the frontier along with problems encountered by settlers.
5. Summarize achievements in art, music, literature, and education.
6. Trace the routes of the Pony Express.

SUGGESTED ACTIVITIES

1. Keep a diary depicting the change during this era.
2. Write an account for a newspaper of the driving of the Golden Spike at Promontary Point, Utah, 1869.
3. Read and summarize biographies of persons who made cultural contributions. Examples: George W. Carver, Marion Anderson, Susan B. Anthony.
4. Research the contributions of Eli Whitney, Elias Howe, Samuel Slater, Thomas Edison, Edwin Drake, Henry Ford, John D. Rockefeller, Charles Drew.
5. Prepare a report on the "Grievances of the Farmers."
6. Examine current newspapers of magazines for some labor-management disputes now in progress. Report to the class on:
   A. Cause of dispute
   B. Contention of each side

   C. Methods used by each side.
   D. Efforts toward settlement

7. Make reports of the following showing what each contributed to city welfare: Jacob Riis, Jane Addams, Dorothea Dix, Horace Mann, Mary Lynn, Upton Sinclair, Theodore Drieser, Booker T. Washington, and Frederick Douglas.
8. Interpret Bryan's Cross of Gold" speech.
9. Use various resources to formulate pictographs on changes in transportation and communication.
10. Write an original play showing social changes: 1865-1900.
11. Investigate social and public service positions such as social workers, city servants, etc.
12. Relate the various inventors and entrepreneurs to their particular fields for example: John D. Rockefeller to the petroleum industry. These jobs may be explored; petroleum engineers and geologists, drillers, mineralogists, land leasemen,and distributors.
13. Develop the history of an industry and infuse its economic effects and job opportunities available in this industry and compile this research into a pamphlet, booklet, or theme.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EMERGES AS A WORLD POWER

TOPIC: AMERICA'S INTEREST IN ASIA

UNIT OBJECTIVE: Recognize why the United States became more active in Foreign Affairs as a result of a change in our economic, social, and industrial growth.

INFUSED COMPONENTS:

CAREERS: Government related occupations, merchant marines

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Belief that America is a part of an interdependent world community.
2. Belief that a free economic competition consistent with the general welfare is desirable; that the government has the obligation to stabilize economic growth, and reduce gross economic inequalities.

COMPETENCIES

1. Analyze Teddy Roosevelt's "Big Stick Policy."
2. Explain the "Open Door Policy."
3. Describe and analyze the idea of "Dollar Diplomacy."
4. Discuss Perry's opening Japanese Trade.
5. Trace the role of Big Business in determining foreign policy.
6. Discuss the United States' position on Imperialism in the 19th Century.
7. Explain Mahan's theory on the importance of a strong navy.

SUGGESTED ACTIVITIES

1. Prepare a report on the Boxer Rebellion.
2. Conduct a panel discussion including the following:
   A. How Japan's trade was opened to the West.
   B. Secretary of State Hay's Open Door Policy.
   C. Dr. Sun Yat Sen and the founding of the Chinese Republic.
3. Make a scrap book showing the accomplishments of the Navy.
4. Write a two-page theme describing Teddy Roosevelt's Big Stick Policy.
5. Simulate American Investments in the Far East with regard to "Dollar Diplomacy" and the role of Big Business.
6. Coordinate foreign policy, trade and job opportunities with industries dependent upon foreign countries, such as shipping and fishing industry, merchant marines, and government related occupations.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EMERGES AS A WORLD POWER

TOPIC: THE UNITED STATES AND NEW POSSESSIONS

UNIT OBJECTIVES:
1. Survey the major agricultural, industrial, social, and cultural aspects of American life during the years following the Civil War.
2. Survey the aspects of imperialism.

INFUSED COMPONENTS

CAREERS: Industrial vocations such a furniture-making, etc.

ECONOMIC CONCEPTS:

VALUES:
1. Belief that all persons should possess equal rights to life, liberty, and property which are however, accompanied by certain responsibilities and obligations.
2. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Discuss the annexation of Hawaii.
2. Explain the aquisition of Samoa.
3. Discuss the Purchase of Alaska.
4. Discuss the territorial gains resulting from the Spanish American War.
5. Stress the significance of the Naval base, Guantanamo Bay, in Cuba.

SUGGESTED ACTIVITIES

1. Construct a world map. Note United States possessions gained in the last half of the 19th Century.
2. Listen to a record about Alaska and view a filmstrip concerning that state. Have a resource person give his expertise on Alaska.
3. Analyze "Seward's Folly."
4. Show related transparencies.
5. Imagine yourself "Queen Lil," who voluntarily lived in exile in her palace after the Revolution in Hawaii in 1893. Write a letter to President Cleveland describing the revolution and telling why the United States should oppose annexation of Hawaii.
6. Determine what career opportunities are available as a result of the use of natural resources obtained from U.S. territories and acquisitions: tobacco industry, furniture, citrus fruits, floral industry, and sugar.
7. Discuss and describe how the economy of Alaska has been changed as a result of the Alaskan Pipeline. Prepare a display of articles, pictures, etc.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EMERGES AS A WORLD POWER

TOPIC: THE PANAMA CANAL

UNIT OBJECTIVES:
1. Survey the major argicultural, industrial, social, and cultural aspects of American life during the years following the Civil War.
2. Recognize the Panama Canal as evidence of America's rise to power.

INFUSED COMPONENTS:

CAREERS: Engineering, scientific, and technical occupations

ECONOMIC CONCEPT: The policies of governmental units may promote or impede economic growth and stability.

VALUES: Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. Synthesize treaties such as the Hay Pauncefote.
2. Point out the strategic location.
3. Discuss engineering importance.
4. Review medical achievements.
5. Interact economic importance of the Canal.

SUGGESTED ACTIVITIES

1. Construct a model or make a relief map of the Panama Canal.
2. Write letters to Panama requesting information on the Panama Canal. Do a follow-up with a written report.
3. Research the medical achievements of Gorgas, Walter Reed, et al.
4. Listen to recordings.
5. Analyze films and filmstrips.
6. Pretend that you were at the construction site of the Panama Canal, write a two day journal of this activity.
7. Discuss the engineering and construction fields as possible careers.
8. Analyze the U.S. present policy regarding the Canal and the economic ramifications of occupying or vacating the Canal Zone. Afterwards debate this issue.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE UNITED STATES EMERGES AS A WORLD POWER

TOPIC: WORLD WAR I

UNIT OBJECTIVE: Identify the role of the United States in maintaining status quo as an emerging world power.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

1. The policies of governmental units may promote or impede economic growth and stability.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Summarize events leading to the war.
2. Define major activities during the war.
3. Synthesize the Russian Revolution.
4. Trace the pattern of Alliances that developed during this period.
5. Analyze Wilson's Peace Plan.
6. Synthesize rejection of World leadership and its implications.
7. Give the results of the war.
8. Tell the difference between Isolationism, Nationalism, and Idealsim.
9. Define: Democracy; Totalitarianism.

SUGGESTED ACTIVITIES

1. Analyze the provisions of the Treaty of Versailles and Wilson's Fourteen Points.
2. Construct a time line depicting the sequence of events.
3. In a committee, prepare a bulletin board exhibit on World War I. Include borrowed or imaginative pictures, cartoons, slogans, and newspaper headlines. Include a map showing battle sites.
4. Write a letter such as an American boy might have written to a German pen pal before America's entry into World War I.
5. Collect poems, songs and review literature written during the period.
6. Construct a crossword puzzle of personalities and terms.
7. Read current events.
8. Conduct interviews.
9. Prepare an economic mural showing how the economy of the war years was affected. Include graphs, pictures, and charts.

UBJECT: AMERICAN HISTORY GRADE: 8

UNIT: STRUGGLE FOR SECURITY AND JUSTICE

TOPIC: "BOOM YEARS" AND ECONOMIC COLLAPSE

UNIT OBJECTIVE: Envision the pattern of boom-panic and depression along with eventual recovery of economic problems.

INFUSED COMPONENTS:

CAREERS: Banking and related occupations

ECONOMIC CONCEPTS: In order to satisfy human wants for goods and services, productive resources-natural, capital, and human - must be used in some workable combination.

VALUES: Belief that a free economic competition, consistent with the general welfare is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.

COMPETENCIES

1. Explain Harding's statement, "The return to Normalcy."
2. Characterize the Era of the "Roaring Twenties."
3. Identify social and economic issues which revealed dissent.
4. Analyze the Great Stock Market Crash of 1929.

SUGGESTED ACTIVITIES

1. Prepare a picture display showing fashions of the 20's.
2. Play for the class Edward R. Morrow's recording "I Can Hear It Now." . . .Vol. III 1919-1932.
3. Obtain recordings of song hits of the 1920's. Compare them with today's hits.
4. Write a play depicting the attitude of many Americans during the first years of the war.
5. Summarize the key ideas of the 18th and 21st Constitutional Amendments.
6. Analyze the works of the Suffragettes. (Example: Susan B. Anthony) and other reformers.
7. Bring the class examples of advertising of American products today and compare them with the advertisements shown in the 20's.
8. Pantomime scenes from Broadway before and after the Stock Market Crash.
9. Identify the social and economic issues which gave rise to dissent. Why were many people disillusioned by the past and cynical about the future.
10. After a field trip to Kahlmus-Hughes Company and/or a bank,

discuss related positions and their importance to the financial community.

Such as:

A. Accountants
B. Statisticians
C. Bankers and clerical personnel
D. Stock experts
E. Realtors and Insurance brokers.

11. Make a chart showing (in chronological order) the major issues and events leading to the crash of 1929.
12. Write job discriptions for persons working under WPA, etc. (Including skills)

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: STRUGGLE FOR SECURITY AND JUSTICE

TOPIC: DEPRESSION AND NEW DEAL

UNIT OBJECTIVES:
1. Summarize the seriousness of the depression.
2. Emphasize the economic consequences of a depression.
3. Examine and identify alternatives for recovering from a depression.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief in the recognition of the dignity and value of individuals.
2. Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. Define the meaning of "depression."
2. Interpret Franklin D. Roosevelt's pledge for a New Deal.
3. Survey relief activities of the New Deal Program.
4. Explain recovery tactics used in the New Deal.
5. Discuss reform programs of the New Deal which enlarged the role of government.
6. Evaluate the New Deal.
7. Discuss the depression's influence on writers and artists.
8. Discuss the depression in relation to the rise of dictators in Europe and Asia.

SUGGESTED ACTIVITIES

1. Interview several persons who lived during the Great Depression.
2. Write an imaginary dialogue that might have occurred between Herbert Hoover and Franklin D. Roosevelt; Franklin D. Roosevelt with Mussolini and Hitler.
3. In a committee collect bits of wry humor of the Great Depression Era.
4. Conduct a contest in which students will imitate Franklin D. Roosevelt's:
   A. Fireside Chats
   B. Inaugural Address
   C. Four Freedom's Speech
5. After investigation,write a report comparing the Roosevelt "Brain Trust" with Jackson's "Kitchen Cabinet."
6. Invite a Social Security Official to answer questions about the Social Security System.
7. Research the outstanding projects or New Deal Programs on the local level, such as Federal Buildings, Manuscripts, murals, etc.
8. Interview a businessman of the 30's. Find out what problems he encountered during this period.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: STRUGGLE FOR SECURITY AND JUSTICE

TOPIC: WORLD WAR II

UNIT OBJECTIVES:
1. Synthesize American disillusionment with results of World War I.
2. Outline the American changes in attitude toward world affairs brought about by World War II.

INFUSED COMPONENTS:

CAREERS: Art, Design and communications-related occupations

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Outline the events leading to the outbreak of World War II.
2. Tell how the nation coped with the Nazi threat.
3. Describe the Japanese Menace.
4. Summarize the steps made in preparation for the war.
5. Discuss the major activities of the war.
6. Review the implications of the Allied victory.

SUGGESTED ACTIVITIES

1. Review the cultural contributions of personalities in areas of sports, music, science, and explore the career opportunities in these fields.
2. Summarize the provisions of the Treaty of Versailles.
3. Display drawings of and/or collect new war weapons used during the war.
4. Use primary and secondary sources to research the following: "Great Britain and France did not declare war on Germany when Hitler took over Austria and Czechoslovakia."
5. Draw a political cartoon of the bombing of Pearl Harbor.

SUBJECT: AMERICAN HISTORY GRADE: 8

UNIT: THE CHALLENGE OF WORLD LEADERSHIP

TOPIC: THE COLD WAR

UNIT OBJECTIVES:

1. Perceive the role of the United States in shaping foreign policy which would promote world peace and at the same time develop domestic policies of new cultural dimensions.
2. Analyze the advances in technology.
3. Envision that we can defeat Communist iedology and at the same time reinforce the structure of our democracy by the combined process of exposure and education.
4. Differentiate between license and liberty to the degree that the student will apply principles of responsible citizenship in a democracy.

INFUSED COMPONENTS:

CAREERS: Diplomats, Servicemen, Engineers, Scientific and Technical Occupations

ECONOMIC CONCEPTS: Growth and stability are common goals of all economic systems.

VALUES: Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Analyze the role of the Administrations of Truman and Eisenhower in making major decisions.
2. Perceive through analysis and research how the Cold War chilled international relations.
3. Discuss Mc Carthyism and its implications.
4. Compare and contrast the Cold War of the 40's and the 50's.
5. Show how science permeated American life.
6. Contrast the leadership of Truman and Eisenhower.

SUGGESTED ACTIVITIES

1. On an outline map of the world, pinpoint trouble spots in the Cold War.
2. Draw a cartoon illustrating:
    - A. The Iron Curtain
    - B. The tug of war over Germany
    - C. The Point Four Program
    - D. The American Occupation of Japan.
    - E. The Unstable Middle East
3. Write an essay entitled "How to Bring About a Thaw in the Cold War."
4. In his 1949 Inaugural Address, President Truman advocated a "bold new program" which became known as Point Four to use American scientific and industrial "know-how" to aid undeveloped nations.
    - A. How did Point Four operate?
    - B. To what extent did the Point Four Program succeed? What accounts for this?
5. Evaluate the nature and extent of

SUGGESTED ACTIVITIES (CONTINUED)

American and Soviet economic aid to developing nations since World War II ended.

6. Design a chart to compare the problems faced by undeveloped nations with those faced by the United States to stimulate growth.
7. Committee Report:
   Organize a committee to draw up an economic plan for "Newlandia," a developing nation. Ask each member of the committee to research one of the following ingredients in economic growth to improve the quality of the discussion:
   - A. A skilled healthy, educated labor force.
   - B. Willingness on the part of the people to save and invest their money
   - C. Entrepreneurship and the spirit of innovation
   - D. Improved technology etc.
8. Using information in an Almanac like "The Official Associated Press Almanac," construct a bar graph of the per capita income in six developed and six undeveloped lands. Explain the difference.
9. Write an imaginary dialogue between:
   - A. Tito and Stalin
   - B. Chaing-Kai-Shek and Mao Tse Tung
   - C. Truman and McArthur
   - D. Eisenhower and Nasser
10. Write a series of headlines on events in the Middle East since World War II. Consult recent newspapers and magazines.
11. Prepare a table showing how the cost of living has increased since the end of World War II.
12. Study the United Nations and list the types of jobs and their qualifications one could obtain in public relations.
13. Explore through research,reading, and discussion the job opportunities which our technological society will create by the year 2000.
14. Categorize the domestic issues of the New Frontier.

SUGGESTED ACTIVITIES (CONTINUED)

15. Identify the unique characteristics of "The Great Society." Why was it so called?
16. Draw cartoons showing the role of the United States as leader of the Free World.

UNIT: THE CHALLENGE OF WORLD LEADERSHIP

TOPIC: FACING THE FUTURE

UNIT OBJECTIVES:

1. Specify new cultural dimensions.
2. Perceive the role of the United States in shaping foreign policy which would promote world peace and at the same time develop domestic policies of new cultural dimensions.
3. Scrutinize the United States in quest for maintaining championship in human rights for ourselves and our posterity.
4. Determine the role of the U.S. as a financial leader of a world community and its affects on our own economy.

INFUSED COMPONENTS:

CAREERS: Futurology

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Observe the rapid advances in technology.
2. Characterize "The Great Society."
3. Discuss domestic issues of the New Frontier.
4. Identify the hotbeds which threaten peace in the Free World and underdeveloped nations.
5. Synthesize psychological implications:
    A. Attitude of other nations toward the United States.
    B. Attitude of Americans toward each other.
    C. The effect of "Collective efficiency" in the Free World.

SUGGESTED ACTIVITIES

1. Review the literary works of the period.
2. Categorize the domestic issues of the New Frontier.
3. Draw cartoons showing the role of the United States as a leader of the Free World, with regard to the Cold War and the revolution in rising expectations among less fortunate peoples. (Alliance for Progress in Latin America, The Cuban Crisis.)
4. Examine the Alliance for Progress in relation to earlier United States approaches to inter-American relations - Pan Americanism, Good Neighbor Policy, etc.
5. Make predictions for the course of history in the future.
6. State the factors which aided in advances in technology.
7. Identify the unique characteristics of the "Great Society." Why was it so called?
8. Explore through research, reading, and discussion the job opportunities which our technological society will create by the year 2000.

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FILMSTRIPS

Encyclopedia Britannica

1. The Alamo
2. The Oregon Trail
3. Brigham Young
4. The Civil War

Guidance Associates

1. Westward Expansion

Eye Gate

1. Gold! On to California
2. The Bitter War Between the States
3. The Causes of the Civil War
4. The War at Sea

McGraw Hill

1. The Negro in the Civil War and Reconstruction
2. Slavery in "A House Divided"

Multi Media Productions

1. Executive vs Legislative: The Impeachment of Andrew Johnson (Part 1 & 2)
2. Reform, Reformers, and the Election of 1876 (Parts 1 & 2)

Curriculum Series

1. The Lewis and Clark Expedition
2. Civil War and Reconstruction

SVE

1. Harriet Tuleman
2. Frederick Douglas

P.F.E.A.H.

1. Divided Loyalties Widen Breach
2. Bitter War Between the States
3. The Nation Heals Its Wounds

UNIT VI MODERN AMERICA TAKES SHAPE THROUGH INDUSTRIAL, ECONOMIC AND SOCIAL DEVELOPMENT

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FILMSTRIPS

McGraw-Hill

1. Industrial and Agricultural Expansion
2. Emergence of Industrial America
3. The Negro Faces the 20th Century

FOM

1. America's First Factory

Guidance Associates

1. The Age of Theodore Roosevelt (Parts 1, 2, and 3)

Eye Gate

1. Labor Problems and New Areas of Industry
2. Social Changes 1865-1900
3. New Inventions and Industrial Development
4. The Industrial Revolution
5. The Industrial South

SVE

1. Evolution of American Industries: Enterprise and Welfare

Encyclopedia Britannica

1. The Rise of the Industrial Northeast

Education Sensory Programming (Cassettes)

1. Wright Brothers
2. Alexander Bell
3. Cyrus McCormick
4. James Watt
5. Henry Ford

UNIT VII THE UNITED STATES EMERGES AS A WORLD POWER

BOOKS

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Castor, Henry. America's First World War: General Pershing and the Yankees, New York: Random House.

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FILMSTRIPS

Eye Gate

1. Wilson's Fourteen Points

SVE

1. New Freedom and World War I 1913-1918

P.F.E.A.H.

1. Shaping of A World Power (Part 1 and 2)
2. The Cry for Reform and Equality (Part 1 and 2)
3. Fighting for Democracy in World War I (Part 1, 2, and 3)

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FILMSTRIPS

SVE

1. America in World War II.

Curriculum Series

1. Causes of World War II

Eye Gate (Transparencies)

1. World War II

American Adventure Series (Record)

1. World War II

Guidance Associates

1. The Wreckless Years: 1919-1929
2. The Great Depression
3. Franklin Delano Roosevelt

Eye Gate

1. America Develops Worldwide Interest
2. Growth of National Power
3. The Great Depression
4. Results of the War: The League of Nations
5. Period of Prosperity 1923-1929
6. Prosperity and Pride (Parts 1 and 2)

P.F.E.A.H.

1. Prosperity and Panic, (Parts 1 and 2)
2. The New Deal Fights Depression (Parts 1 and 2)
3. Global War for a Free World (Parts 1, 2, and 3)

UNIT IX THE CHALLENGE OF WORLD LEADERSHIP

BOOKS

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Halacy, Jr., D.S. Now or Never: The Fight Against Pollution, New York: Four Winds Press, 1971.

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FILMSTRIPS

Eye Gate

1. Visit to the United Nations
2. Aims of the United Nations
3. The United Nations - A World Peace Organization

P.F.E.A.H.

1. Uneasy Peace and the Cold War (Part 1 and 2)
2. Space Supremacy and Freedom (Part 1 and 2)
3. Pursuit of Peace and Justice (Part 1, 2 and 3)
4. Reaching the Moon Searching for World Peace (Part 1, 2 and 3)
5. Quest for Solutions in a Troubled World (Part 1, 2 and 3)
6. Exploring the Moon Fighting Inflation on Earth (Part 1, 2 and 3)

Records

1. The United States in World Affairs - The New Role for the 70's

INTRODUCTION FOR MISSISSIPPI HISTORY AND GOVERNMENT

Mississippi history provides the substance for analytical and critical thinking. It's historic past serves as a stimulus for gaining insights into the different facets of life in Mississippi, yesterday and today.

Students are encouraged to analyze and synthesize progress, decode the characteristics of various ethnic groups and determine why geography influenced their ways of making a livelihood.

For the purpose of perceiving relationships, units have been arranged chronologically with emphasis on geographic and demographic features, prehistoric background of the first Mississippians, natural resources, economics, era of exploration and colonization, problems of the Civil War and Post Civil War eras, cultural and educational development.

Students should be able to make inferences by comparing and contrasting folkways and mores of Mississippians past and present.

Political history is an integral part of Mississippi's past and present. The study of Mississippi's political institutions serves to relate why we are as we are. Mississippi government focuses on the development and operation of state and local government, while judiciously relating Mississippi's political history to that of events in American and southern history.

Infused into the curriculum of Mississippi history and government are economic concepts and career education activities which correspond when appropriate with each unit of study. The incorporation of economic concepts and principles is not meant to omit or delete other subject matter but should enrich the course by enabling the teacher to relate historical events to current economic issues.

Through the infusion of career education into the curriculum, students are encouraged to formulate positive attitudes regarding themselves and to gain skills in making wise decisions concerning possible career alternatives.

SOCIAL SCIENCE IX

MISSISSIPPI HISTORY

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: GEOGRAPHY

TOPIC: LOCATION

UNIT OBJECTIVES: To know the spatial location of Mississippi.

INFUSED COMPONENTS:
CAREERS: Scientific and technical occupations

ECONOMIC CONCEPTS:

VALUES: Mississippi is a part of an interdependent world community.

COMPETENCIES

1. Define latitude and longitude.
2. Make use of basic map skills.
3. Locate Mississippi in respect to hemisphere, continent, and country.
4. Identify Mississippi as a gulf coastal plains state.
5. Locate town and county in which student lives.
6. Locate Mississippi's neighboring states.
7. Locate Mississippi in relation to the United States time zones.

SUGGESTED ACTIVITIES

1. Find another part of the world in the same latitude and compare.
2. Acquire and show E.T.V. program, "The Geography of Mississippi."
3. Students research the extent of Mississippi's contributions to world trade and research Mississippi's dependency on products. etc. from other parts of the nation and/or world.
4. Research skills necessary for map-making (cartography) and surveying.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: GEOGRAPHY

TOPIC: REGIONS

UNIT OBJECTIVES:
1. To recognize that there are widely different geographic and demographic regions inside Mississippi.
2. To understand that geographic regionalism may be an important influence on one's view of life and society.

INFUSED COMPONENTS

CAREERS:

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. People with diverse interests join together in persuing common goals.
2. A person's attitudes or frame of reference is a reflection of his past experiences.

COMPETENCIES

1. Exhibition of basic map skills.
2. Give a description of the geographic features of the State.
3. Describe the lives of people within different geographical regions.

SUGGESTED ACTIVITIES

1. Introduce the sociological methods of studying and classifying people.
2. Use Mississippi road maps to locate major population centers.
   - A. Use the text maps and wall maps to determine population density and soil regions.
   - B. Use text map to determine the economic activities of various areas of the state.
   - C. Compare the above data to determine contrasts, similarities, and possible causes.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: GEOGRAPHY

TOPIC: CLIMATE

UNIT OBJECTIVES: To know that climate has an effect on the development of any geographical area.

INFUSED COMPONENTS:

CAREERS: Scientific and Technical Occupations

ECONOMIC CONCEPTS: Natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

COMPETENCIES

1. Know the basic components of climate.
2. Generalize upon the effect which climate has had upon the economic and industrial development of the state.
3. Describe the chief climatic features of the state.
4. Determine seasonal rainfall levels.
5. Recall average growing season.
6. Compare Mississippi's temperature with that of other states.
7. State Mississippi's average elevation.
8. Locate Mississippi's highest and lowest elevation.

SUGGESTED ACTIVITIES

1. Do research on the glacial era in Mississippi.
2. Read and make climate graphs.
3. Discuss: How does the climate in Mississippi influence economic activity?
4. Research careers and/or jobs related to climate and the environment. Examples:
    - environmental scientist
    - geologist
    - meteorologists
    - oceanographers

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: GEOGRAPHY

TOPIC: RESOURCES

UNIT OBJECTIVES: To understand that the presence of resources does not necessarily mean wealth.

INFUSED COMPONENTS:

CAREERS:
1. Manufacturing
2. Mining and petroleum industry

ECONOMIC CONCEPTS: Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.

VALUES: The utlity of resources depends upon the priorities set for their use.

COMPETENCIES	SUGGESTED ACTIVITIES
1. To be able to interpret graphs and other visual presentations of data. 2. To identify Mississippi's principal resources (mineral and natural.)	1. Graph Mississippi's per capita income and the U.S. per capita income. Contrast the two levels of income. 2. Construct a chart depicting utilization of resources. Should there be alternatives to strip-mining? Suggest alternative methods. 3. Research careers available in and skills necessary for petroleum and natural gas production and processing occupations.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: GEOGRAPHY

TOPIC: RESOURCES

UNIT OBJECTIVES: To recognize that the mineral and natural resources of the state are important to the development of Mississippi.

INFUSED COMPONENTS:

CAREERS: Agriculture and science

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES: Belief that man should make intelligent use of his natural resources.

COMPETENCIES

1. Identify the principal mineral resources of the state.
2. Describe the importance of petroleum in Mississippi's economy.
3. Differentiate between mineral and natural resources.
4. Illustrate the importance of forest-related industries in Mississippi's economy.
5. List the important upland forest products.
6. Determine a course of action toward preserving our resources.
7. Recognize Mississippi's potential as a developing state.

SUGGESTED ACTIVITIES

1. Prepare a mineral map of the state.
2. Prepare a report describing the natural features of the county (Lauderdale) which might attract groups of industrialists to build industries there.
3. Prepare a map of Mississippi showing its soil areas and natural resources.
4. Problem solving:
   A. How have Mississippians in the past dealt with the development of our resources?
   B. Should we continue in this direction.
5. Research job opportunities in agri-business and natural resources - examples:
   A. Geologist
   B. Mining
   C. Forestry
   D. Lumber

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: GEOGRAPHY

TOPIC: RIVER SYSTEMS

UNIT OBJECTIVES: To interpret how rivers have been important to the development of Mississippi.

INFUSED OBJECTIVES:

CAREERS:
1. Manufacturing
2. Transportation
3. Communication
4. Public utilities

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

COMPETENCIES

1. Locate the principal rivers in the state.
2. List the purposes rivers generally serve.
3. Explain the orgin of Mississippi's name.
4. Explain how the Delta was formed.
5. Explain how "ox-bows" were formed.
6. Locate the man-made reservoirs.

SUGGESTED ACTIVITIES

1. Students locate major river systems on an outline map.
2. Research the importance of river systems to each geographic area of the state and the influence each had on the economic development of the state, examples - Delta, Gulf Coast.
3. Investigate the job opportunities in Mississippi provided by its waterways, examples - manufacturing, Ingalls Shipbuilding.
4. Field trip to Ingalls if possible.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: MISSISSIPPI'S FIRST PEOPLE (INDIANS)

TOPIC: REGIONAL CHARACTERISTICS

UNIT OBJECTIVES:
1. To know the groups of Indians common to Mississippi and the characteristics they possessed.
2. To know the cultural levels of the Mississippi Indians and to understand why the achievements were not as great as those of the Cherokees.

INFUSED COMPONENTS:

CAREERS: Social Scientist

ECONOMIC CONCEPTS:

VALUES: Belief that Mississippians should have reasoned devotion to our heritage.

COMPETENCIES

1. Identify the Mississippi Indians as a part of a regional group.
2. Compare the Mississippi Indians with the Cherokees as to culture.
3. Identify characteristics common to Southeastern woodlands Indians.

SUGGESTED ACTIVITIES

1. View MAET Mississippi history program.
2. Show filmstrip, "Indians of the Southeastern Woodlands".
3. Research the work of an anthropologist in relation to determining the culture of Indians. Report to the class on the type of work each might be involved with today .

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: MISSISSIPPI' FIRST PEOPLE (INDIANS)

TOPIC: PREHISTORIC BACKGROUND

UNIT OBJECTIVES:

1. To identify the first groups of Indians in the state and to recognize how they migrated. Natchez, Chickasaws, and Choctaws.
2. To understand the use of the inquiry and problem solving method in learning history.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Define archaeology.
2. Define ethnology.
3. Locate library sources.
4. Explain how the Indians migrated to North America.
5. Analyze the use of river systems in populating prehistoric North America.
6. Describe the basic techniques of the archaeologists.

SUGGESTED ACTIVITIES

1. Make a list of Indian tribes in Mississippi.
2. Trace on a map of Mississippi areas inhabited by Indians.
3. Problem Solving:
   It is thought that the Indians originated in Asia. Can you find any Asiatic features of the life and culture of Mississippi Indians?
4. Provide library time for the location of resources.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: MISSISSIPPI'S FIRST PEOPLE (INDIANS)

TOPIC: (MAJOR INDIAN TRIBES) THE NATCHEZ, CHOCTAWS AND CHICKASAWS

UNIT OBJECTIVES:

1. To understand the characteristics of the major Indian tribes in Mississippi and the contributions they made.
2. To understand the dispensation of the Indians.
3. To recognize that all cultures have strengths and weaknesses.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:

1. Belief that all persons should possess equal rights to life, liberty and property.
2. Belief in the recognition of the dignity and value of individuals.

COMPETENCIES

1. Locate the areas of dominance of each tribe.
2. Comment on the daily life of each.
3. Describe the physical characteristics of each group.
4. Compare the social structure of the Natchez to contemporary times.
5. Describe Natchez medicine
6. Discuss the importance of Natchez religious beliefs in tribal structure.
7. Compare Natchez religious beliefs to other religions.
8. Trace relationships between the Natchez and the French.
9. Discuss legend of Choctaw migration.
10. Explain the importance of Nanih Waiya.
11. Discuss agriculture of each group.
12. Describe the social aspects of Choctaw life.
13. Compare Choctaw law with contempory principles.
14. Identify Choctaw reservations in Mississippi today.

SUGGESTED ACTIVITIES

1. Student reports on specific topics relating to each Indian group.
2. Slide/tape on Choctaws of Mississippi.
3. From slide class discussion designed to question:
    A. The attitude of the Choctaws toward warfare.
    B. Treatment of children by the Chickasaws.
    C. Laws of the Choctaws and their enforcement.
4. Class discussion designed to question:
    A. How were the Indians different?
    B. Did (a) have any relation as to how they were treated by settlers?
    C. Can you (the student) offer any alternatives as to how the Indians could have been treated?
    D. How can we apply that concept as experienced in (c) to minority groups of today?
5. Visit Choctaw Indian settlement in Philadelphia, Mississippi.
6. Field trip to Moundville, Alabama.

COMPETENCIES (CONTINUED)

15. Identify longtown.
16. Comment upon the Chickasaws as traders and fighters.
17. Compare the Chickasaws with the Spartans of Greece.
18. Describe the Chickasaws social order.
19. Describe the Chickasaws religious customs.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: MISSISSIPPI'S FIRST PEOPLE (INDIANS)

TOPIC: INDIAN REMOVAL

UNIB OBJECTIVES:

1. Analyze the Indian removal practices of the 1830's.
2. Exploitation of Indians - the ability to empathize with the treatment of a monority group in America.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:

1. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
2. Belief in the recognition of the dignity and value of individuals.

COMPETENCIES

1. Determine the political reasons for Indian removal.
2. Analyze the effect of Jackson's Policy on Indian removal.
3. Explain the conflict between Jackson and Marshall over the Georgia controversy.

SUGGESTED ACTIVITIES

1. Inquiry method based on the problem:
    A. What would have been the effect on Mississippi history if the Indians had not been forceably removed?
    B. What would have been the effect on the Indians?
2. Filmstrip - "Legal and Illegal - The Dispossession of the Indians" Parts I and II.
3. Discuss how the life of an Indian on a reservation differs from the life of an Indian in a city or town, and tell how both differ from the representations of Indians in movies, on T.V. , or in stories.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: COLONIAL PAST

TOPIC: EXPLORATION

UNIT OBJECTIVES:

1. The ability to comprehend the conflict in the imperialistic attitude of the European nations toward the New World.
2. The ability to recognize motives for settling the New World.

INFUSED COMPONENTS:

CAREERS: Scientific and technical

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.

VALUES: Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.

COMPETENCIES

1. Define imperialism.
2. Recognize the influence of the Crusades on exploration.
3. Describe the hardships of the early explorers.
4. Locate the land claims of the major European countries.

SUGGESTED ACTIVITIES

1. Class discussion designed to elicit response to: "Should the European nations have spent the money to help the poor at home, or did the New World riches hold more promise for everyone?"
2. Billions of dollars have been spent by both the United States and Russia on exploring space and the moon. In both countries there are many poor people who need help. How do you think the money should be spent? Is the space race worth the price?
3. Discuss:
   A. What are some economic reasons for taking the risks of exploration?
   B. Discuss important changes in technology and capital accumulation that were needed before exploration was possible either in the past or in recent times.
4. Establish relations between the early explorers and "explorers" of current

Times, Examples - space, moon, etc. Research the many areas of employment and careers in areas of "exploration" today.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9 136

UNIT: COLONIAL PAST

TOPIC: SPANISH ATTEMPTS

UNIT OBJECTIVES: Recognize the cultural heritage introduced into Mississippi by early Spanish explorers.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief in the recognition of the dignity and value of individuals.

COMPETENCIES

1. Contrast the campaigns of the Spanish explorers.
2. Recognize the importance of the role of Estevan.
3. Differentiate between the areas the explorers covered.
4. Note the Spanish name for the Mississippi River.
5. Trace the routes taken by the various explorers.
6. Discuss DeSoto's treatment of the Indians.
7. Describe DeSoto's discovery of the Mississippi River.
8. Explain the significance of DeSoto's unusual burial.
9. Generalize upon the significance of DeSoto's Exploration.

SUGGESTED ACTIVITIES

1. Trace on a world map routes followed by chief Spanish explorers.
2. Trace the route of DeSoto through Mississippi.
3. Dramatize a scene in the DeSoto story, such as the "swine" banquet with the Chickasaws or the discovery of the Mississippi River.
4. Treatment by Spaniards.
5. Handout sheet on Estevan and other Blacks and Indians.
6. Class discussion: Suppose your 15 year old son had asked to join DeSoto's crew. Would you have given him your permission? Explain.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: COLONIAL PAST

TOPIC: SPANISH COLONIZATION

UNIT OBJECTIVES: To analyze the effect of Spanish rule in the Mississippi Valley area.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief that the separation of church and state is essential.
2. Belief that citizens should develop attitudes which will insure patriotism toward democracy.
3. Belief that government must be based on properly enacted laws, due process and equal protection; that government has a responsibility for promoting the general welfare.

COMPETENCIES

1. List methods used by the Spanish to influence settlers.
2. Explain the settlers' fears concerning church and state.
3. Compare the personal freedoms under Spanish and English rule.
4. Identify the Treaty of San Lorenzo.
5. Trace the Spanish search for a money crop.
6. Recognize significance of the Hannah incident.
7. Compare effectiveness of Pope and Guion.
8. Trace the development of the Spanish church under Spanish rule.
9. Recognize significance of Ellicott's raising of the American flag.

SUGGESTED ACTIVITIES

1. Imagine that you lived during this time and write a diary of Mississippi life in Spanish times.
2. Dramatization of raising of the American flag.
3. Trace boundary changes on map.
4. Research the inquisition period of Spain.
5. Class Discussion:
   A. Why were the former English subjects afraid of Spanish religious practices?
   B. What does this tell us about government control or interest in this area?
6. Class Discussion:
   David Guion wrote about the Natchez people: "This is a Hot Country. . with a great number of the most turbulent characters who have fled from different states for fear of having justice done to them. They are the most clamorous for government (having done to protect them) and afraid of it." Discuss what Guion meant.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: COLONIAL PAST

TOPIC: FRENCH SUCCESS

UNIT OBJECTIVES: To recognize the cultural heritage introduced into Mississippi by French explorers.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that Americans should have reasoned devotion to our heritage.

COMPTENCIES

1. List the reasons for Marquetts's mission.
2. Compare the backgrounds of Marquette and Joliet.
3. Analyze the significance of La Salle's explorations.
   A. Purposes
   B. Achievements
4. Determine the reason for France's halt on exploration.
5. Discuss the colonial Cold War.

SUGGESTED ACTIVITIES

1. Trace the routes taken by Marquette and Joilet.
2. Make a list of rivers, towns, streets, etc. which bear French names in Mississippi.
3. Make a map showing French claims in Mississippi.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: COLONIAL PAST

TOPIC: PROBLEMS OF FRENCH COLONIZATION

UNIT OBJECTIVES: To comprehend that due to problems confronting the French and their failure to resolve them successfully, they lost the area of the Mississippi Valley to England.

INFUSED COMPONENTS:
CAREERS: Art, Design and communications

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Know the different capital sites.
2. Identify Bienville's BLACK CODE.
3. Describe the use of propaganda in the settlement of Louisiana.
4. Identify the problem the casket girls were to solve.
5. Name the early modern crops.
6. Compare the products of the 1720's with those of the present.
7. Explain the deterioration of French relationships with the Indians.
8. Describe the Fort Rosalie massacre.
9. Relate French revenge to what actually happened to the Natchez tribe.
10. Discuss France's loss of her empire.

SUGGESTED ACTIVITIES

1. Compare the propaganda used by John Law with false advertising - illustrate use of propaganda in modern advertising by bringing examples to class for analysis.
2. Trace the legal provisions for slaves from Bienville's BLACK CODE to the beginning of the American Civil War.
3. Investigate the careers available in the field of advertising:
   Examples
   A. Advertising copywriters
   B. Production managers
   C. Artists and layout men

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: COLONIAL PAST

TOPIC: FRENCH COLONIZATION

UNIT OBJECTIVES:

1. To interpret that French colonial land policy directly contributed to the refusal of the Frenchmen to emigrate in large numbers.
2. To determine that French colonial leaders had an immense effect upon the settlement of the Mississippi Valley.

INFUSED COMPONENTS:

CAREERS:

1. Finance
2. Insurance
3. Real Estate

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Identify Iberville and Bienville.
2. Identify Lakes Pontchartrain and Maurepas.
3. List hardships of the Fort Maurepas settlers.
4. Discuss the French treaty with the Natchez Indians.
5. Identify Fort Rosalie.
6. Discuss Iberville's last years.
7. Explain why many of Bienville's settlers made poor pioneers.
8. Identify the "Petticoat Insurrection".
9. Analyze Bienville's personal difficulties.
10. Explain why France became disgusted with her New World venture.
11. Identify Crozat and Cadillac.
12. Define absentee landlord.
13. Account for the conflicts between Cadillac and Bienville.
14. Identify John Law and the Mississippi Company.
15. Define speculation.
16. Explain the "bust".

SUGGESTED ACTIVITIES

1. Compare the "Petticoat Insurrection" with the expanded role of today's women.
2. Dramatize one of the following:
   A. Cacillac's arrival at Mobile
   B. Bienville and the Natchez in 1716.
   C. The Bursting of the Mississippi Bubble at Paris.
3. Class Discussion:
   Was Bienville a good or bad governor? Give reasons to support opinion.
4. Compare the misfortunes of the Mississippi Company with institutions today. How beneficial is insurance in possibly preventing a complete business failure?
5. Bring in local resource person in insurance to speak about insurance in general and to relate the possible careers available in that field. Examples:
   A. Claim adjusters
   B. Claim examiners
   C. Underwriters
   D. Secretaries

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: COLONIAL PAST

TOPIC: ENGLISH COLONIZATION

UNIT OBJECTIVES:

1. Power: The ability to parallel the power struggle between the European countries for the New World.
2. The ability to recognize the cultural heritage left to Mississippi by the English.
3. Conflict: The ability to comprehend how Great Britain obtained a major part of North America.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that Americans should have reasoned devotion to our heritage.

COMPETENCIES

1. Explain how Georgia claimed the Mississippi area.
2. Explain why the western lands of Georgia were not settled.
3. Define philantrophic.
4. Explain why Mississippi was once part of Illinois.
5. Know Mississippi's attitude toward the boundary changes.
6. Note England's reasons for extending the colony's northern boundary.
7. Know why the British were successful in governing their colonies.
8. Explain the methods the British used to attract settlers.
9. Identify the religious background of the British.
10. Know how British dealt successfully with the Indians.
11. List crops and products of Natchez area.
12. Know the effect of Whitney Gin on cotton products.
13. Analyze the loyalty of British West Florida to Britain during the American Revolution.
14. Recall the details of James Willing's Raid.

SUGGESTED ACTIVITIES

1. Make a map of North America showing claims of European nations before 1963.
2. Through class discussion, trace Great Britain's expansion and triumph over Spain.
3. Characterize the governors of British West Florida to show their influence on the territory.
4. Suggest ways in which our state constitution might be amended.

COMPETENCIES (CONTINUED)

15. Summarize the colony's participation in the Revolution.
16. Describe Spain's interest and invasion.
17. Discuss the Natchez Revolt.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: STRUGGLE FOR STATEHOOD

TOPIC: TERRITORIAL INTRIGUE AND WARFARE

UNIT OBJECTIVES: To evaluate the territorial period of Mississippi as one of excitement, filled with people and events contributing to the formation of Mississippi as a state.

INFUSED COMPONENTS:

CAREERS: Service occupations

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Identify the Kemper Brothers.
2. Point out the effects of rewards upon the demise of the Mason Gang.
3. Discuss the dangers of Natchez Trace travel.
4. Trace the expedition of Aaron Burr through his trial for treason.
5. Explain the annexation of West Florida.
6. Analyze the unrest of Indians in North Mississippi.
7. Explain the reasons Tehcumseh swayed the Creeks.
8. Identify Sam Dale.
9. Describe the psychological shock of the Fort Mim massacre.
10. Know contributions of Choctaws and Chickasaws in the War of 1812.

SUGGESTED ACTIVITIES

1. Hold Debate: Was Aaron Burr a traitor?
2. Read excerpt in text on the end of the Mason Gang.
3. Discuss: How does this compare with television violence today?
4. Groups, prepare and dramatize skits on:
   - A. Aaron Burr at Natchez
   - B. The Mason Gang's trial
5. Investigate the jobs available in the field of law enforcement. Resource person.
6. Look in the local newspaper for the police report. How many of the crimes involved young people? Make a report to the class on the types of crimes most often committed by young people.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: STRUGGLE FOR STATEHOOD

TOPIC: GOVERNMENT, POLITICS, AND REGIONALISM

UNIT OBJECTIVES:

1. To analyze the process by which Mississippi became a territory and a state of the United States.
2. To analyze the political developments of Mississippi during the territorial period.
3. To grasp the conflicts and animosities which existed between the two areas of the Mississippi territory.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS: The policies of governmental units may promote of impede economic growth and stability.

VALUES:

1. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
2. Belief that all persons should possess equal rights to life, liberty, and property.

COMPETENCIES

1. Describe the first stage of territorial government.
2. Explain Winthrop Sargent's unpopularity.
3. Compare the territorial governing board with the principle of and balances of governmental power.
4. Discuss severity of territorial punishment.
5. Identify the conditions for the second stage of territorial government.
6. Examine the advantages of the second stage of territorial government over the first.
7. Identify the constituency of the Federalist and Anti-Federalist parties.
8. Analyze the popularity of Thomas Jefferson among the backwoodsmen.
9. Explain the differences in political beliefs of the planters and backwoodsmen.

SUGGESTED ACTIVITIES

1. Draw a map showing boundary changes during territorial times.
2. Hold a panel discussion on the territorial governors and their administrations.
3. Oral reports on Federalist and Anti-Federalist parties.
4. Research the system of checks and balances of our government.
5. Consider yourself an "eastener" or backwoodsman and write a letter of protest against the treatment of your area.
6. Review 2 geographical areas - List factors related to geographic location of Natchez which would make it economically superior over the backwoods or Pearl River area. Discuss how the 2 areas might have cooperated to improve the economy.
7. Read the Mississippi Constitution of 1890. Make a list of "Things I Never Knew Before Reading My

COMPETENCIES (CONTINUED)

10. Identify William C. C. Claiborne.
11. State the relative value of the Natchez area.
12. List evidences of Natchez dominance over politics.
13. Compare Natchez's advantages in location to that of the Pearl River district.
14. Identify economic factors unfavorable to the backwoodsmen.
15. Explain the backwoods demand for creation of a judicial district.
16. Appraise the effect of backwoods political support of Jefferson's decision to purchase Louisiana.
17. Define the term state.
18. Analyze the 10th Amendment of the U.S. Constitution as it relates to the powers of the state.
19. Discuss the 5 steps to statehood as outlined in the Northwest Ordianace. Compare and contrast selected parts of the state and Federal Constitutions.
20. Know steps in the amending process.

SUGGESTED ACTIVITIES (CONTINUED)

State Constitution."

8. Draw up a model constitution for a class or club.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: STRUGGLE FOR STATEHOOD

TOPIC: ECONOMY

UNIT OBJECTIVES: To recognize that the economic prosperity of Mississippi depended upon the ability fo find a money crop.

INFUSED COMPONENTS:

CAREERS: Finance, insurance and Real estate

ECONOMIC CONCEPTS: Growth and stability are common goals of all economic systems.

VALUES:

COMPETENCIES

1. Identify the navigable rivers.
2. List the principal roads.
3. Analyze the effect of navigable rivers on economic development.
4. List the crops tried as money crops.
5. Discuss the attempts to develop a "new" cotton.
6. Explain the effect of tight banking practices on the territorial economy.
7. Define monopoly.
8. Know the effect of the cotton gin upon economic development.

SUGGESTED ACTIVITIES

1. Make a map showing navigable rivers and major roads.
2. Problem Solving: How did Mississippi compare with other areas in banking practices?
3. Make a report on the flatboats and flatboatmen.
4. Group report: "King" Cotton.
5. Contact local resource person (banker) to speak to the class on banking in general and jobs related to banking institutions: Examples:
    - A. Tellers
    - B. Clerks
    - C. Officers
    - D. Computer operators
6. Tour local banking facility to observe actual functions.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: STRUGGLE FOR STATEHOOD

TOPIC: CULTURE

UNIT OBJECTIVES: To explain how the cultural aspects of the territorial period affected the course of the history of Mississippi.

INFUSED COMPONENTS:
CAREERS: Scientific and Technical Occupations

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Describe Natchez as "the city" of territorial Mississippi.
2. Explain the lack of religious teachings in the territorial period.
3. Explain the relatively equal strength of Catholicism and Protestantism in Mississippi territory.
4. Discuss contribution of Andrew Marschalk to the cultural development of the territory.
5. Explain why education was neglected during the territorial period.
6. Evaluate the scientific contributions of Sir William Dunbar, Dr. Rush Nutt and John Audubon.

SUGGESTED ACTIVITIES

1. Locate as many churches as possible which date from territorial days.
2. Write a theme on scientific interest of the period.
3. Prepare a bulletin board on life in territorial Natchez.
4. Oral Reports:
   - Sir William Dunbar
   - Dr. Rush Nutt
   - John Audubon
5. Research the development of Catholocism and Protestantism in the Mississippi territory.
6. Research the jobs and careers available in the various fields of science (natural, life, and physical).

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: THE ANTEBELLUM STATE

TOPIC: ECONOMIC GROWTH

UNIT OBJECTIVES:

1. To comprehend that the economic growth of Mississippi after it became a state was determined by factors which had a great impact on the course of Mississippi history and the nation.
2. To explain that the institution of slavery was actually a way of life in Mississippi.

INFUSED COMPONENTS:

CAREERS:

1. Agriculture
2. Industrial Production

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. The method of organizing productive resources determines a society's economic system.
3. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Belief that all persons should possess equal rights to life, liberty, and property.
2. Belief in the recognition of the dignity and value of individuals.
3. Belief that all persons should have maximum freedom and equality of opportunity.

COMPETENCIES

1. Describe the organization of the plantation system.
2. Identify the disadvantages of the plantation system.
3. Locate the area of state dependent upon the plantation system.
4. Analyze the effect of the tariff of 1828.
5. Discuss the evils of the slave trade.
6. Identify the problems of a free black man in the antebellum era.
7. Identify William Johnson.
8. Identify the American colonization society.
9. Recognize southern attempts to end or reduce slavery.
10. Contrast American slavery with that of other cultures.
11. Explain northern influence on the perpetuation of slave growth.

SUGGESTED ACTIVITIES

1. Prepare a poster illustrating the physical features of a southern plantation.
2. Draw a diagram showing how the management of a plantation was divided according to the tasks.
3. Visit plantation or antebellum home. (Merrehope)
4. Read about and report on William Johnson - compare William Johnson to other free blacks.
5. Research northern factory conditions. Compare the life of northern factory workers with that of slaves.
6. Research the use of slavery in other cultures.
7. Problem solving:
   A. Were the blacks different?
   B. If they were different, is

COMPETENCIES (CONTINUED)

12. Examine Mississippi's economic development in relation to cotton production.
13. Critique the dependence of an economy on one factor.
14. Determine the reason Mississippi experienced slow industrialization.

SUGGESTED ACTIVITIES (CONTINUED)

8. this indicative of the way in which they were treated by the planters?
    C. How can this concept be applied to minority and ethnic groups today?
9. Show the film: "Heritage in Black"
10. Debate slavery as an economic system and as a moral issue.
11. Discussion: Do you think Mississippi's agricultural economy in 1860 was prosperous?
12. Prepare an economic map of Mississippi, showing locations of plantation areas, small farming sections, factories, railroads.
13. Read about or show filsmtrip on agricultural technology. Have students disucss
    A. How farm technology differs today from antebellum days.
    B. What effect this technology has had on farming jobs and rural employment in general.
    C. Skills needed to work on a farm today.
    D. Personal preferences for farm work.
14. Have students list several items in the classroom that were manufactured. Research and discuss the role of advertisers, retailers, wholesalers, factory workers, factory owners in the manufacturing, distribution, and sale of these products.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: THE ANTEBELLUM STATE

TOPIC: POLITICAL GROWTH

UNIT OBJECTIVES: To determine how Mississippi became involved in national political issues and to understand the factors which led to secession.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property.

COMPETENCIES

1. Appraise the influence of Quitman on the secessionist movement.
2. Know the political ideas of John C. Calhoun in relation to Mississippi politics.
3. Examine the guber-natorial race of 1851 for national issues.
4. Identify Henry S. Foote.
5. Define Manifest Destiny.
6. Assess the reasons Mississippians were attracted to the Democratic Party.
7. Discuss the Democratic factions in the state at this time.
8. Identify the Dred Scott decision.
9. Critique the reaction of the Compromise of 1850 in Mississippi.
10. Discuss the problems of determining a decisive course of action during the late 1840's and early 1850's.
11. Explain Davis's success in securing national political recognition.
12. Evaluate Davis's farewell speech to Congress.

SUGGESTED ACTIVITIES

1. Hold political speeches outlining platforms of candidates for governor in 1851.
2. Hold debate on whether the Compromise of 1850 was to the advantage of the South.
3. Compare the Dred Scott decision with the Brown decision of 1954.
4. Analyze the effects of each of the following developments on the North and South during the decade of the 1850's:
    - A. Continued population growth
    - B. Growth of industrial cities
    - C. Railroad construction
    - D. Agricultural and technological developments used on Northern farms.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: THE ANTEBELLUM STATE

TOPIC: SOCIAL AND CULTURAL GROWTH

UNIT OBJECTIVES:	To gain knowledge of the social order and cultural development during the period of slavery and its effect on Mississippi's developmental process.
INFUSED COMPONENTS:	
CAREERS:	Construction
ECONOMIC CONCEPTS:	
VALUES:	Belief that Americans should have a reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

COMPETENCIES

1. Discuss the early schools in Mississippi.
2. Compare the homes of the frontier era with those of the 1840's and 50's.
3. Trace the development in the number of churches.
4. Point out the religious instruction of slaves.
5. List attempts to reform antebellum society.
6. Identify the popular amusements of the time.
7. Determine early writers.
8. Point out the principal contributers to cultural improvement.

SUGGESTED ACTIVITIES

1. Research education in early New England - compare education in the Old South with that of New England.
2. Prepare reports or booklets describing antebellum homes or public buildings that students have visited in other parts of the state.
3. Make a cultural map of antebellum Mississippi, showing mojor schools and colleges, and homes of writers and artists.
4. Compare the daily lives of the people in antebellum times to today's pace of living.
5. Visit the Old Capitol Museum in Jackson.
6. Make a study of antebellum homes, churches, and other buildings in the Meridian area. Compare the availability of materials and construction methods of antebellum times with today. Note the jobs available in the construction business today. Examples:
   - A. Contractor
   - B. Brick-layer
   - C. Painter
   - D. Electrician
   - E. Plumber
   - F. Construction laborers

7. Investigate careers in the field of religion:
   - A. Minister
   - B. Priest
   - C. Rabbi
   - D. Minister of Music

   Possible resource person - local minister.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CONFEDERATE YEARS

TOPIC: SECESSION - MILITARY DEFENSE

UNIT OBJECTIVES:

1. To recognize that a multiplicity of factors compelled the secession of states from the Union.
2. The ability to analyze the involvement of Mississippi in the Civil War.
3. The ability to become familiar with the various campaigns of the Civil War as pursued by the North and South in Mississippi.

INFUSED COMPONENTS:

CAREERS: Government

ECONOMIC CONCEPTS:

1. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
2. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
3. The quantity and quality of population directly affects production.
4. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:

1. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues.
2. Belief that citizens should develop attitudes which will insure patriotism toward democracy.
3. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our soical institutions.
4. Belief that cooperation is essential to the democratic process and to our national well-being.
5. Belief that Americans should work to achieve a world in which justice and peace are insured to all mankind.
6. Belief that men should make intelligent use of the forces and resources of nature.

COMPETENCIES

1. Analyze non-slave owners' opposition to emancipation.
2. Trace the secessionist movement.
3. Explain the relationship of congressional strength in relation to perpetuation of slavery.

SUGGESTED ACTIVITIES

1. Hold political speeches - students role play the presidential nominees in 1860, and present the issues.
2. Dramatize the events which occurred on the day of secession.
3. Debate: Could Mississippi have

COMPETENCIES (CONTINUED)

4. Discuss the fire-eater" movement.
5. Explain the indecision of many Mississippians on the question of secession.
6. Relate Lincoln's election to the question of secession.
7. Analyze the importance of Vicksburg.
8. Explain and evaluate the effect of the war on our culture.
9. Evaluate the psychological effect of the loss of Vicksburg.
10. Identify military leaders in Mississippi.
11. Value the inner strength of the civilians trapped in Vicksburg.
12. Identify Nathan B. Forrest and the Battle of Brice's Crossroads.
13. Know the major battles which took place on Mississippi soil.
14. Discuss the destruction of Mississippi by Northern troops.
15. Relate the scarcity of items with today's shortage scares.
16. Identify the degree of popular interest in the war.
17. Identify Newt Knight.
18. Critque southern battle strategy with that of the North.
19. Identify contributions of Black Americans to the military defense.

SUGGESTED ACTIVITIES (CONTINUED)

done better for itself by staying in the Union?

4. Make time line showing major occurences which prompted eventual secession.
5. Class Discussion:
   A. The South's attitude toward slavery changed greatly after 1830. Has the South's attitude toward civil rights changed just as greatly in the past few years?
   B. Men must compromise with each other in all areas of life. Why couldn't slavery be compromised?
6. Role-playing: Portray the plight of a southern planter as he tries to market his goods. Show how the tariff will affect his profits.
7. Debate: Using roles of northern industralist and southern planter, debate the need for high or low tariffs.
8. Make a map showing major military encounters in Mississippi.
9. Oral reports on major personalities associated with the Civil War.
10. Prepare exhibit of wartime letters, newspapers or relics. Check with friends, relatives to see if you can acquire the above.
11. Research to compare the popular interest in the Civil War with interest in recent conflicts abroad.
12. View filmstrip on Negroes in the Civil War.
13. Collect information on the branches of our armed forces today. Investigate the job opportunities available today. Visit recruiting offices to collect information.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: RECONSTRUCTION

TOPIC: PROBLEMS OF FREEDMEN

UNIT OBJECTIVES:

1. The ability to comprehend the struggle involved in the transition of the black man from slavery to freedom.
2. To value the changing role of the black American.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property.

COMPETENCIES

1. Identify the Emancipation Proclamation.
2. Describe the plight of the freed slaves.
3. Identify the 13th, 14th, and 15th, amendments.
4. Relate how the Freedmen's Bureau dealt with the problem.
5. Define the following words as they are used in regard to minorities:
   - A. Persecution
   - B. Bigotry
   - C. Prejudice
6. Describe the activities of the Klu Klux Klan.

SUGGESTED ACTIVITIES

1. Divide into groups - imagine you are a group of politicians trying to decide what to do about the freed slaves.
2. Oral reports on famous blacks of this period.
3. Support or refute the following statement: "The Emancipation Proclamation freed the slaves."
4. In a short report or talk describe the status of blacks in southern society during Reconstruction.
5. Through research and inquiry find at least 4 methods that blacks have used to gain their rights in the United States.
6. Use Making Value Judgments: Decisions for Today, "Am I Prejudiced". p. 112.
7. Reports on history and practices of the Klu Klux Klan. Resource person.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: RECONSTRUCTION

TOPIC: POLITICAL PROBLEMS

UNIT OBJECTIVES: The ability to analyze the political structure of Mississippi during Reconstruction.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that government must be based on properly enacted laws, consistent with the theory of constitutionalism, and due process.

COMPETENCIES

1. Contrast presidential and congressional plans of reconstruction.
2. Explain how radical Republicans blocked readmission of the southern states.
3. Describe the general atmosphere of the Black and Tan Convention.
4. List major provisions of the Mississippi Constitution of 1869.
5. Identify Scalawags and Carpetbaggers.
6. Discuss the military authority in Mississippi.
7. Identify: General O. C. Ord, General A. C. Gillem, Adelbert Ames, B. G. Humphries, Hiram R. Revels, and James K. Bruce.

SUGGESTED ACTIVITIES

1. Draw a political cartoon indicating an old Southerner's view of Reconstruction.
2. In a short report or talk describe what is meant by the Reconstruction Period.
3. Discuss the effects of Lincoln's assassination on the South's hope for a fair settlement.
4. Discussion: Would Mississippi have fared better under the Lincoln and Johnson plan of Reconstruction? Explain answer.
5. "The problems of Reconstruction were mainly caused by hatred between Republicans and Democrats. Is this true or not? Attempt through research to prove your answer.
6. Discovery: Students identify corrupt government practices during Reconstruction and today. Formulate judgments about how to end corrupt governmental practices.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: RECONSTRUCTION

TOPIC: ECONOMIC AND SOCIAL PROBLEMS

UNIT OBJECTIVES: The ability to analyze economic and social difficulties and changes in Mississippi during Reconstruction.

INFUSED COMPONENTS:
CAREERS: 1. Industrial production
2. Manufacturing

ECONOMIC CONCEPTS:

VALUES: Belief that Mississippi is a part of an interdependent world community.

COMPETENCIES:

1. Define Black Code Laws.
2. Explain what is meant by "furnishing" and "sharecropper".
3. Discuss the railroad boom.
4. List industries which were begun in post war era.
5. Explain the results of war on the plantation system.
6. Describe the new relationships between planters and freedmen.
7. Describe the effect of the war on churches and schools of the state.
8. Contrast antebellum and post war architecture.
9. Explain how people entertained themselves.
10. Explain the effect of the yellow fever epidemic.

SUGGESTED ACTIVITIES

1. Make a bulletin-board of pictures of houses in the Meridian area built after the Civil War.
2. Discuss: What is meant by, Mississippi was "cotton poor" after the Civil War.
3. Problem solving: Find out about industries in the Meridian area which were begun during the post war years. Compare the level of industry then with the industry in Meridian today.
4. Students will rank order different possible careers. Have students look at the same careers and how they differed in 1875. How might people at that time have ranked the careers? Would the order vary whether you were an ex-slave or plantation owner?

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: POLITICAL RE-EMERGENCE

TOPIC: STATE

UNIT OBJECTIVES: The ability to identify political figures and analyze the contributions each made to our state.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief that government must be based on properly enacted laws, consistent with the theories of constitutionalism.
2. Belief that people have the right, by lawful means, to change their government.

COMPETENCIES:

1. Identify the taxpayers' revolt.
2. Identify Adelbert Ames and J. Z. George.
3. Explain the platform issues of the Redeemers.
4. Identify "Bourbons" and "Woolhat" boys.
5. Explain the conflict between the white and black counties.
6. Describe Vardaman's platform and policies.
7. Describe Bilbo's platform and policies.
8. List the achievements of Bilbo.
9. Analyze the end of Vardaman's political career.
10. Explain the importance of the Primary Election Law of 1902.
11. Define apportionment.
12. Describe the Constitution of 1890.

SUGGESTED ACTIVITIES

1. Vardaman and Bilbo - two controversia figures. Debate the positive and negative features of each.
2. Using the 1890 Constitution as an example, make a study of the process of drafting a constitution.
3. Debate the issue of whether or not Mississippi needs a new Constitution.
4. Hold a mock election.
5. Bring in newspaper clippings, excerpts from speeches, etc. of candidates for state elections in 1975. Compare the platforms and issues with those of Vardaman and Bilbo. Discuss any similaritie and differences.
6. Compare one of Vardaman's speeches with one of Bilbo's.
7. Trace recent changes in legislative and congressional districting in Mississippi.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: POLITICAL RE-EMERGENCE

TOPIC: NATIONAL

UNIT OBJECTIVES:

1. The ability to identify Mississippi's national political figures and their contributions to our state and nation.
2. The ability to comprehend the major political issues as desegragation and civil rights and the achievements which were made.

INFUSED COMPONENTS:

CAREERS:

1. Government
2. Office occupations

ECONOMIC CONCEPTS:

VALUES:

1. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with the general welfare.
2. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
3. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though persoanl sacrifice is involved.
4. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.
5. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.
6. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.

COMPETENCIES

1. Summarize L.Q.C. Lamar's influence.
2. Outline Lamar's funeral oration for Sumner.
3. Explain the term "deny him a seat."
4. List reasons for Mississippi's break with the old time "regular"" Democratic party.
5. Evaluate the role of Governor George Wallace and the independent party movement.

SUGGESTED ACTIVITIES

1. Research the development of opposition to Democratic Presidential candidates in Mississippi.
2. Research the evolvement of the Independent Party.
3. Have a panel discussion on the Dixiecrat and Eisencrat movements.
4. Refer to Clarifying Values Through Subject Matter, p. 55, for activi-

COMPETENCIES (CONTINUED)

6. Describe the 1964 Civil Rights Plan.
7. Indicate the effect of "freedom riders" during the 1960's on Mississippi.
8. Summarize Mississippi's attempts to resist the 1964 Civil Rights Desegragation Plan.
9. Identify the Civil Rights advocates in the Democratic Party.
10. Identify Charles Evers.
11. List the duties of Stennis.
12. List the duties of Eastland.
13. Describe the Dixiecrat and Eisencrat movements.
14. Indicate the role of Citizens Council in the Civil Rights movement.
15. Explain the action of white Mississippians in walking out of the Democratic Convention.

SUGGESTED ACTIVITIES (CONTINUED)

ties dealing with civil rights.

5. Debate: Is Mississippi a two-party state?
6. Other than politicians, investigate additional areas of employment in government:
    A. Federal civilian employment
    B. Post Office occupations
    C. State and local government
7. Collect data from news media on current activities of Mississippi's democratic party in relation to the presidential election.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: ECONOMIC RE-EMERGENCE

TOPIC: INDUSTRIALIZATION

UNIT OBJECTIVES: The ability to recognize the growth of industry in Mississippi this century.

INFUSED COMPONENTS:

CAREERS:
1. Industrial Production
2. Office Occupations

ECONOMIC CONCEPTS:
1. Growth and stability are common goals of all economic systems.
2. The method of organizing productive resources determines a society's economic system.
3. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES: Mississippi is part of an interdependent world community.

COMPETENCIES

1. Determine role played by small business in Mississippi's economic re-emergence.
2. Give purposes of:
   - Balance Agriculture with Industry
   - Argicultural and Industrial Board
   - Colonel MIM Program
   - Mississippi Economic Council
   - Delta Council
3. Explain the effect of Mississippi giving a five year state tax exemption to new industries.
4. Know the location of major industries in Mississippi.
5. Define terms:
   - Supply and demand
   - costs of production
   - inflation
   - retailers
   - wholesalers

SUGGESTED ACTIVITIES

1. On an outline map of Mississippi locate where the major industries are found and why these sites were chosen.
2. Visit a local industry if possible. Report:
   - A. Factory operation
   - B. Raw Materials used from the locality
   - C. The labor force.
3. Write editorials telling why Mississippi is a good place to locate an industry.
4. Write letters to A & I Board, Chambers of Commerce requesting information concerning new industry in our state.
5. Compare Mississippi's industries in early 20th century with today.
6. Research the extent of Mississippi's contributions to world trade.
7. A group that has surveyed the employment opportunities in the local community may report to the class - panel, an illustrated talk, or a dramatization of a young perso looking for a job.

SUGGESTED ACTIVITIES (CONTINUED)

8. Interview businessmen in the community as to how the following factors affect wages paid to employees and the price of goods:
   - supply and demand
   - inflation
   - costs of production
   - government policies
9. Devise a plan to make and sell a product in the classroom. Determine what the demand for the product will be before production is begun. Consider the costs of making the product and the amount of wages to be paid to workers.
10. Invite a local businessman to speak to the class about how he established his business, labor relations, taxes, government regulations, and other problems faced by management.
11. Students list several items in the classroom which were manufactured. Problem-solving:
    - A. How do manufacturers get money to produce the items?
    - B. What is the role of advertisers, retailers, wholesalers, factory owners, factory managers, and workers in the distribution and sale of these products?

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CULTURAL RE-EMERGENCE

TOPIC: EDUCATION

UNIT OBJECTIVES:

1. The ability to comprehend the achievements and advances made in education in Mississippi.
2. The ability to identify the educational facilities in our state.

INFUSED COMPONENTS:

CAREERS:

1. Communication
2. Health
3. Education
4. Office

ECONOMIC CONCEPTS:

VALUES: Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities.

COMPETENCIES

1. Analyze the problems of public education in the early 1900's.
2. Explain conditions which brought about the consolidation of schools.
3. Describe the work of the State Textbook Commission.
4. Summarize the progress made in public education in recent years.
5. Evaluate the effect of ETV in public schools.
6. Distinguish between private schools and public schools.
7. Explain the term vocational education.
8. Explain Mississippi's system of state-supported Junior Colleges.
9. Differentiate between state colleges and private colleges.
10. Define curriculum.
11. Know about the state's professional schools of law, medicine, and pharmacy.

SUGGESTED ACTIVITIES

1. *Making Value Judgements, Decisions for Today*, p. 155. "What Career Will I Choose?"
2. Make a college map of Mississippi, showing the location of each state college and university.
3. Research education as it existed in the early 1900's in Mississippi. Compare education today with research findings.
4. Discuss: ETV as a learning tool.
5. Communication and media; television and radio service technicians.
6. Interview a doctor, lawyer, pharmacist or teacher.
   - A. Why did they choose this career
   - B. What special qualities and schooling did they need for the job?

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CULTURAL RE-EMERGENCE

TOPIC: HEALTH AND WELFARE

UNIT OBJECTIVES: The ability to recognize the advancements Mississippi has made in the field of health and welfare services to its citizens.

INFUSED COMPONENTS:

CAREERS:
1. Health
2. Social Service Occupations

ECONOMIC CONCEPTS:

VALUES: Belief that government has a responsibility for promoting the general welfare.

COMPETENCIES

1. Describe the advances made by Mississippi in the area of public health.
2. List some of the important developments in religion in churches in this century.
3. Evaluate the influence of the "bookmobile."
4. List the services of the State Welfare Board.
5. Relate the social reforms of the state to those of the nation at the turn of the century.

SUGGESTED ACTIVITIES

1. Choose committee to visit the County Health Department and report back to the class on the services it performs.
2. Make a survey of religious demoninations in your (the student's)community.
3. Investigate job opportunities available in the field of Health and welfare:
   A. Doctor
   B. Nurse
   C. Dieticians
   D. Technicians
   E. Physical therapist
   F. Dentists
   G. Medical records librarians
   H. Social Workers
   I. Social service aids
4. Orient students to the job opportunities available in library work. Invite school librarian to speak to the class.

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CULTURAL RE-EMERGENCE

TOPIC: MUSIC

UNIT OBJECTIVES: The ability to understand the cultural achievements of Mississippi in music and to create a desire to further this progress.

INFUSED COMPONENTS:

CAREERS:
1. Art and Design
2. Communications-related occupations

ECONOMIC CONCEPTS:

VALUES: Belief that Mississippians should have reasoned devotion to our heritage.

COMPETENCIES

1. Identify and know contributions of: Lehman Engel, William Grant Still, Van Cliburn, John Alexander
2. Classify the following musicians as country, blues, jazz or classical:
   - Jimmie Rodgers
   - Charlie Pride
   - Mose Allison
   - Bud Scott
   - Julian Patrick
   - Leontyne Price
3. Distinguish between country music and folk music.
4. List four Mississippi composers of national fame.
5. Identify the terms ballad, sacred harp singers, and pop music.
6. Summarize the contributions which Mississippians have made in the field of music.

SUGGESTED ACTIVITIES

1. Collect records from classics and have a musicale of records by Mississippi musicians.
2. Discuss: Contributions made to musical heritage by Mississippi blacks.
3. Oral reports: biographical sketches of Mississippi musicians/composers.
4. Remind students to visit Jimmie Rodgers Memorial in Highland Park.
5. For those students who are interested, allow them to research the careers available in the field of music;
   Examples:
   A. Musicians
   B. Manufacture of instruments
   C. Singing

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CULTURAL RE-EMERGENCE

TOPIC: ART

UNIT OBJECTIVES: The ability to understand the cultural achievements of Mississippi in art and to create a desire to further this progress.

INFUSED COMPONENTS:

CAREERS:
1. Art and Design
2. Communications related occupations

ECONOMIC CONCEPTS:

VALUES: Belief that Mississippians should have a reasoned devotion to our heritage.

COMPETENCIES

1. Recognize the "deans" of Mississippi artist.
2. Know the contributions made by:
   Karl Wolfe
   William Hollingsworth
   Walter Anderson
   Caroline Compton
3. Explain what is meant by primitive painting.
4. Compare Theora Hamblett's paintings with those of Ruth Atkinson.
5. Locate two leading art museums in Mississippi.

SUGGESTED ACTIVITIES

1. Visit local art museum to observe the work of Mississippi artists.
2. Make a collection of pictures and/or reproductions of works of Mississippi artists. Set up a display.
3. Read and report on a biography of a noted American artist. Determined what qualities and talents this person had which enabled he/she to obtain fame.
4. A student in your class want to be an artist. He knows that opportunities for artists are limited and that only a few people manage to earn a living in this field, but that some who do succeed may become rich and famous. What advice would you give this student?
5. Research related fields:
   A. Commerical artists
   B. Industrial designers
   C. Interior designers and decorators

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CULTURAL RE-EMERGENCE

TOPIC: LITERATURE AND EDUCATION

UNIT OBJECTIVES: The ability to relate the cultural achievements of Mississippi in literature and to create a desire to further this progress.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Belief that Mississippians should have reasoned devotion to our heritage.

COMPETENCIES

1. Identify the contributions of Sherwood Bonner, William Faulkner and Irvin Russell.
2. Define "local color".
3. Evaluate the place of William Faulkner among modern writers.
4. Identify Eudora Welty.
5. Define folklore.
6. Summarize Mississippi's contributions to the literary field.
7. Identify the Nobel Prize in literature.
8. Locate the eight state supported colleges and universities.

SUGGESTED ACTIVITIES

1. Read and give oral book report on work of a Mississippi author.
2. Make a study of folklore in our area and report on it.
3. Groups prepare biographical sketches of literary figures in Mississippi.
4. Discuss: William Faulkner said that, "man will not only endure, he will prevail." What does that mean to you? See reading in appendix of text p. 388. Ms. Yesterday and Today.
5. Discuss "Faulkner Country."

SUBJECT: MISSISSIPPI HISTORY GRADE: 9

UNIT: CULTURAL RE-EMERGENCE

TOPIC: RECREATION

UNIT OBJECTIVES:		Pride: The ability to appreciate natural and man-made beauty in our state.
INFUSED COMPONENTS: CAREERS		Scientific and technical occupations
ECONOMIC CONCEPTS:		
VALUES:	1.	Belief that Mississippians should have reasoned devotion to our heritage, and a commitment to perpetuate it.
	2.	Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES	SUGGESTED ACTIVITIES
1. Be aware of the state's 14 state parks. 2. List the four historical sites under the auspices of the State Park Commission. 3. Explain how the environment of the area affects the attributes of the recreation sites. 4. Explain why the Gulf Coast is the major recreational center in Mississippi. 5. Name 5 annual festivals and contests which add to Mississippi's entertainment.	1. Make a map showing the locations of our state parks. 2. Team reports on various recreational areas and/or festivities within the state. 3. Oral reports from students who have visited Mississippi parks, historical sites, etc. 4. Write to Chambers of Commerce throughout the state gathering information on events of interest in each area. Compile materials obtained to make a scrapbook. 5. Investigate job opportunities available in the field of recreation: A. Recreation workers B. Surveyors C. Park rangers D. Landscape engineers

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: CITIZENSHIP

TOPIC: RIGHTS AND FREEDOMS

UNIT OBJECTIVES:

1. The ability to evaluate the importance of citizenship.
2. To identify the Bill of Rights as a safeguard to secure the blessings of liberty.

INFUSES COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:

1. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others.
2. Belief that students should develop attitudes which will insure patriotism toward democracy.

COMPETENCIES

1. Distinguish between an alien and a citizen.
2. Define the term naturalization.
3. List the ways citizenship may be lost.
4. Explain how citizenship may be regained.
5. List the basic constitutional rights and freedoms of citizens.
6. Define the terms:
   - A. Patriotism
   - B. Naturalized citizen
   - C. Natural born citizen
   - D. Allegiance

SUGGESTED ACTIVITIES

1. Discuss the process by which an alien becomes a citizen.
2. Review book, *Man Without a Country*.
3. Discuss: "America - Love it or Leave It."
4. Discuss: "My country - right of wrong!"
5. Open classroom discussion: Are the basic freedoms absolute, are there no limits on free speech, for example?
6. *Making Value Judgements: Decisions for Today*, p. 142-153 -"What is My Role as a Citizen?" (Obtain copies from Teachers' Center)
7. Study the Civil Rights which are included in the Bill of Rights. Then make a collage illustrating the rights guaranteed to American citizens in those 10 Amendments.

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: CITIZENSHIP

TOPIC: DUTIES AND RESPONSIBILITIES

UNIT OBJECTIVES: To recognize the necessity of active participation in governmental affairs.

INFUSED COMPONENTS:

CAREERS: Social Service

ECONOMIC CONCEPTS:

VALUES: Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.

COMPETENCIES

1. Comprehend the duties of a citizen.
   - vote
   - obey laws
   - testify in court
   - pay cost of government
   - serve as jury member
   - defend the nation
   - obtain education
2. Comprehend the responsibilities of a citizen.
   - Vote
   - Stay informed on governmental affairs.
   - Correspond with representatives
   - Serve the community
3. Explain positive influences on community of types of activities as a worker and as a citizen.

SUGGESTED ACTIVITIES

1. Make a list of things you (student) can do now to actively participate in governmental affairs.
2. Bulletin board illustrating citizens performing duties and responsibilities.
3. Inquiry into which American citizens are more likely to vote. Show pictures of different citizens, examples: young, old, male, female, etc. Allow students to make inferences as to who would vote more often and how they might vote.
4. Study a local service organization in depth. Discuss student involvement in local organizations as a service to the community. Report findings.
5. Team with other students to take a community survey with a definite goal to research.
6. Explore careers related to community.

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: LEGISLATIVE BRANCH

TOPIC: HOUSE OF REPRESENTATIVES AND SENATE

UNIT OBJECTIVES: To recognize how state legislatures are organized and how laws are made.

INFUSED COMPONENTS:

CAREERS: Public service

ECONOMIC CONCEPTS:

VALUES:

1. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.
2. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.

COMPETENCIES

1. List qualifications for members of House and Senate.
2. Know how the state is districted for purposes of electing representatives.
3. Know the number of Representatives and Senators.
4. Understand the work and purposes of Committees.
5. Know duties of major officical within each House of the legislature.
6. Know the length of terms of Representatives and Senators.
7. Know where a bill may originate.
8. Describe the passage of a bill into law.
9. Describe the system of checks and balances.
10. Analyze the significance of lobbyists.

SUGGESTED ACTIVITIES

1. Field trip to state capitol.
2. Simulate a session of the legislature in the passage of a bill.
3. Study the state (Mississippi) constitution as to qualifications, and duties of state legislators.
4. Invite a member of the state legislature to class to speak on such topics of reapportionment, bills he has introduced, lobbying, etc.
5. Research jobs/careers available in government and political science.
    - A. Housing and community development
    - B. Social security and public welfare services
    - C. Transportation and public utilities
    - D. Conservation of natural resources
    - E. Tax enforcement
    - F. General administrative, judicial and legislative activities.

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: EXECUTIVE BRANCH

UNIT OBJECTIVES: To analyze the roles of a state governor and other state executive officers.

INFUSED COMPONENTS:

CAREERS:
1. Public Service
2. Industry

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:
1. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.

COMPETENCIES:

1. State the qualifications for a governor.
2. Discuss the following as they relate to the governor:
    - A. Election
    - B. Term
    - C. Succession
    - D. Compensation
    - E. Duties and responsibilities
3. Compare the powers of the governor and those of the President.
4. List the qualifications, term of office, compensation duties and powers of each of the following officials:
    - A. Lt. Governor
    - B. Secretary of State
    - C. Attorney General
    - D. State Treasurer
    - E. Superintendent of Education
    - F. State Auditor

SUGGESTED ACTIVITIES

1. Collect and display news items which show the variety of official duties performed by the governor.
2. Study the last gubernatorial election in Mississippi. Discuss: What were the chief issues? How successful has the winner been in carrying out his promises?
3. Draw a chart showing elective executive officers in your state, giving term, salary and duties of each.
4. Research: How many persons are employed by your state government? What percent are filled via the merit system? How does one go about getting a civil service job in Mississippi?
5. Interview a state civil service employee.
6. Make a special study comparing salaries in the public service with those of private industry. What conclusions can you draw? Suggest a solution.
7. Study the attempts of Bill Waller and Cliff Finch in raising Mississippi's economic level by procuring trade agreements with other countrie

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: JUDICIAL BRANCH

UNIT OBJECTIVES: To analyze the rights of individuals under state laws and the role of the courts in protecting these rights.

INFUSED COMPONENTS:
CAREERS: Service occupations

ECONOMIC CONCEPTS:

VALUES:
1. Belief that all persons should possess equal rights to life, liberty and property which are, however, accompanied by certain responsibilities and obligations.
2. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
3. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.

COMPETENCIES

1. Discuss the role of state courts.
2. Outline the organizational structure of state courts.
3. List the types of cases heard in each of the following courts:
   Justice of the Peace
   Municipal
   County
   Chancery
   Circuit
4. Know the significance of the State Supreme Court.
5. Describe the 2 types of juries.
6. Know differencies between felonies and misdemeanors.

SUGGESTED ACTIVITIES

1. Attend a session of court in Lauderdale County.
2. Interview a judge or attorney to get information on the following:
   - A. The adequacy of local courts and the need for reorganization.
   - B. Examples of suits in law and suits in equity.
3. From the newspaper choose a criminal case scheduled for trial. Study the facts in the case and hold a mock trial in the classroom
4. Invite a *County Court Judge* or juvenile court judge as a guest speaker.
5. Poll four or more adults on the questions:
   - A. Have you or anyone you know ever been in court as plaint defendent, witness or juror, or been given a ticket for a traffic violation.

B. Was it a federal, state, or local court?

Poll your results with those of classmates to determine what percentage answered "yes" and "no." What conclusion can be drawn from the total data?

6. Analyze your school rules and regulations. List 5 examples of what you would consider school "misdemeanors" and school "felonies."
7. Report on one or more of the following cases:
   A. Peter Zenger
   B. Sacco-Vanzetti
   C. Scopes
   D. P. Hearst

   What were the issues, causes, highlights, results?
8. Invite a local law enforcement officer, FBI agent, or state police officer to speak to class on the nature of his job.

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: LOCAL GOVERNMENT

TOPIC: MUNICIPAL GOVERNMENT

UNIT OBJECTIVES: To analyze that local government affects us most directly; for here are the roots from which much of our political democracy has sprung.

INFUSED COMPONENTS:

CAREERS: Government and public service

ECONOMIC CONCEPTS:

1. The policies of governmental units may promote or impede economic growth and stability.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. Individuals make economic decisions on the basis of their values and goals.

VALUES:

1. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice if involved.
2. That government has a responsibility for promoting the general welfare.
3. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.

COMPETENCIES

1. Know the types of city government.
    A. Mayor-council
    B. Commission
    C. City-manager
    D. Town-meeting
2. Explain and analyze the mayor-council type of city government.
3. Explain the commission and city-manager plans.
4. Analyze the council-manager form of government as it exists in Meridian.
5. Know key terms related to municipal government.
6. Evaluate the most important services performed for you by your local government.
7. Know names of local city officials.

SUGGESTED ACTIVITIES

1. Debate: Which form of government do you believe would best fit the needs of your community? Why?
2. Obtain copy of city charter. Report on its contents.
3. Organize government class under the type of city government voted as best fitted to your community.
4. Obtain permission to sit in with city council to observe its activities.
5. Invite mayor, city council member or city manager to address class on problems of city government in Meridian.
6. Students will formulate questionnaire or survey concerning local government in Meridian. Assign students the task of getting into the neighborhood to administer

the survey. Analyze the results in essay form.

7. Conduct a community survey to determine what services within the community families have obtained during the past year. Ascertain the cost of these services had the family paid for them directly.
8. Interview a person with a career associated with community resources and services.
9. Follow a local government issue in the daily paper, on radio or television (taxation, civic center). Survey members of the community on how they stand on the question. Note how opinions regarding this issue differ and try to analyze why.
10. Simulation from American Political Behavior Material - "The Klan Comes to Town" - involves decision-making on part of mayor.
11. Class will be divided into 3 parts. Groups will represent the elderly, middle-aged and young. Each group will consider the following problem: If a city had a recreation budget equal to 100 points, how would your group want to spend the budget? If a ball park counts 20 points and ice skateing rink counts 15 which would want? Other facilities for consideration are:
    - A. Addition to museum (15 points)
    - B. Improved library (10)
    - C. Golf course (10)
    - D. All-weather sports arena (25)
    - E. New zoo (20)
    - F. Concert Hall (15)
    - G. Improved School playground (10
    - H. Bowling alley (5)
    - I. Tennis courts (5)
    - J. Central recreation center (5)
    - K. Amusement park (10)
    - L. Downtown theatre (10)

    When each group has decided how it would use the city's budget, put all the group's results together. On how many items do all 3 groups agree? Will compromises be made?

SUGGESTED ACTIVITIES (CONTINUED)

12. Career related activities: Interview one of your city officials.
    A. Why did he choose this job as a career?
    B. Why does he think his job is important?
    C. What special skills or training were necessary, if any?

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: LOCAL GOVERNMENT

TOPIC: COUNTY GOVERNMENT

UNIT OBJECTIVES: To recognize that local government affects us most directly every day of our lives.

INFUSED COMPONENTS:

CAREERS: Public Service

ECONOMIC CONCEPTS:
1. The policies of governmental units may promote or impede economic growth and stability.
2. Individuals make economic decisions on the basis of their values and goals.

VALUES:
1. Belief that government has a responsibility for promoting the general welfare.
2. Belief that people are capable of governing themselves, that political power belongs to and comes from the people; and that the people have the right by lawful means, to change their government.

COMPETENCIES

1. Trace the origin of the county and township.
2. Describe the southern county.
3. Know each of the following county officials as to qualifications, powers, term of office, duties, and names.
   - A. Sheriff
   - B. Board of Supervisors
   - C. Chancery Clerk
   - D. Circuit Clerk
   - E. Tax Assessor
   - F. Tax Collector
   - G. Corner
   - H. County attorney
   - I. Constable
4. Know the functions of county government.
5. Know weaknesses of county government.

SUGGESTED ACTIVITIES

1. Debate: "Resolved that the functions of our county should be performed by the largest city therein."
2. Research: Draw up a list of specific criticisms of county government as it functions at present. Suggest remedies for each.
3. Survey parents and adult neighbors on their knowledge of and concern for local government. Compile and discuss findings.
4. Prepare skit: "Two forgotten governments: What they do for us and to us and what we should be doing for them."
5. Collect clippings of current county and city activities and prepare bulletin board. Also see economic related activities under municipal government.
6. Interview one of your county officials and report on his work.
7. Make a study of government jobs, how each contributes toward the

economy, and what wages and salaries they command. Students may write to government agencies for information.

8. Have each student select a business in Meridian or Lauderdale County in which he or she is interested. Have them study their chosen business firms and answer such questions as:
    - A. What does this firm produce? Why?
    - B. What gave rise to the demand for its goods and services?
    - C. How does it relate to government?
    - D. What taxes does it pay?
    - E. Is it under any sort of government control?
    - F. Should there be more or less government control of this business? Why?

SUBJECT: MISSISSIPPI GOVERNMENT GRADE: 9

UNIT: THE NATURE AND THREAT OF COMMUNISM

UNIT OBJECTIVE: To analyze the nature of Communism as an economic and political system and the effect it has had on world affairs and the foreign policy of the United States.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. The method of organizing productive resources determines a society's economic system.
3. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.
4. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
5. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Account for the dissolvement of the Czarist government in Russia.
2. Analyze the roles of the following in establishing communism in the Soviet Union:
   A. Lenin
   B. Stalin
   C. Karl Marx
   D. Mao tse-tung
   E. Chiang Kai-shek
3. Compare our nation's economic system with that of the Soviet Union.
4. Differentiate between socialism and communism.

SUGGESTED ACTIVITIES

1. View filmstrips and discuss.
2. Draw cartoons depicting differences between the Communist and American way of life.
3. Oral reports on major persons associated with Communism.
4. If possible, interview someone who has lived under a dictatorship or authoritarian form of government. Prepare questions in advance.
5. Investigate some special aspect of the Soviet economy in greater detail:
   A. agriculture
   B. economic planning
   C. prices
   D. housing
   E. education
   F. labor and wages

COMPETENCIES

5. Know the significance of each of the following in relation to Communism:
    A. World War II
    B. Korean Conflict
    C. The Cold War
    D. Vietnam
    E. China

SUGGESTED ACTIVITIES

6. Research activities:
    A. Give some examples of the "monstrously misleading picture of capitalist economies" which the Communists advocate.
    B. Compare differences faced by an industrial manager in the U.S. with one in the U.S.S.R.
    C. Compare the tax rates on sales and income in the U.S. with that of the U.S.S.R. Where is the burden of taxes greater?
7. Discuss:
    On his return visit from the Soviet Union in June of 1972, President Nixon said:
    "Expanded U.S. - Soviet trade will yield advantages to both our nations. When the two largest economies in the world start trading with each other on a much larger scale, living standards in both nations will rise, and the stake which both have in peace will increase."
    Do you agree or disagree? Explain your answer.

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The Beginnings
Karl Marx and Frederich Engels
The Philosophy of Marxian Socialism
Lenin
The Legacy of Lenin
Communism in Practice
Communist Tactics and Techniques
Communism in the United States

Filmstrip House, Incorporated

Nations of Today Series
The Soviet Union Today
The Soviet Union Today, Set II

Russia and Communism Sound Kit.

History to 1917
Since 1917
Government and Economy
Religion and the Arts
Communism

Mississippi Filmstrip, Incorporated

Delta Country Where Cotton is King, 1956
Development of Agriculture in Mississippi, 1956
Fifty Prominent Mississippians, 1959
Forestry, Grain, Livestock in Mississippi, 1956
Gulf Coast - Mississippi's Playground, 1956
Historic Natchez, 1956
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MAET Programs

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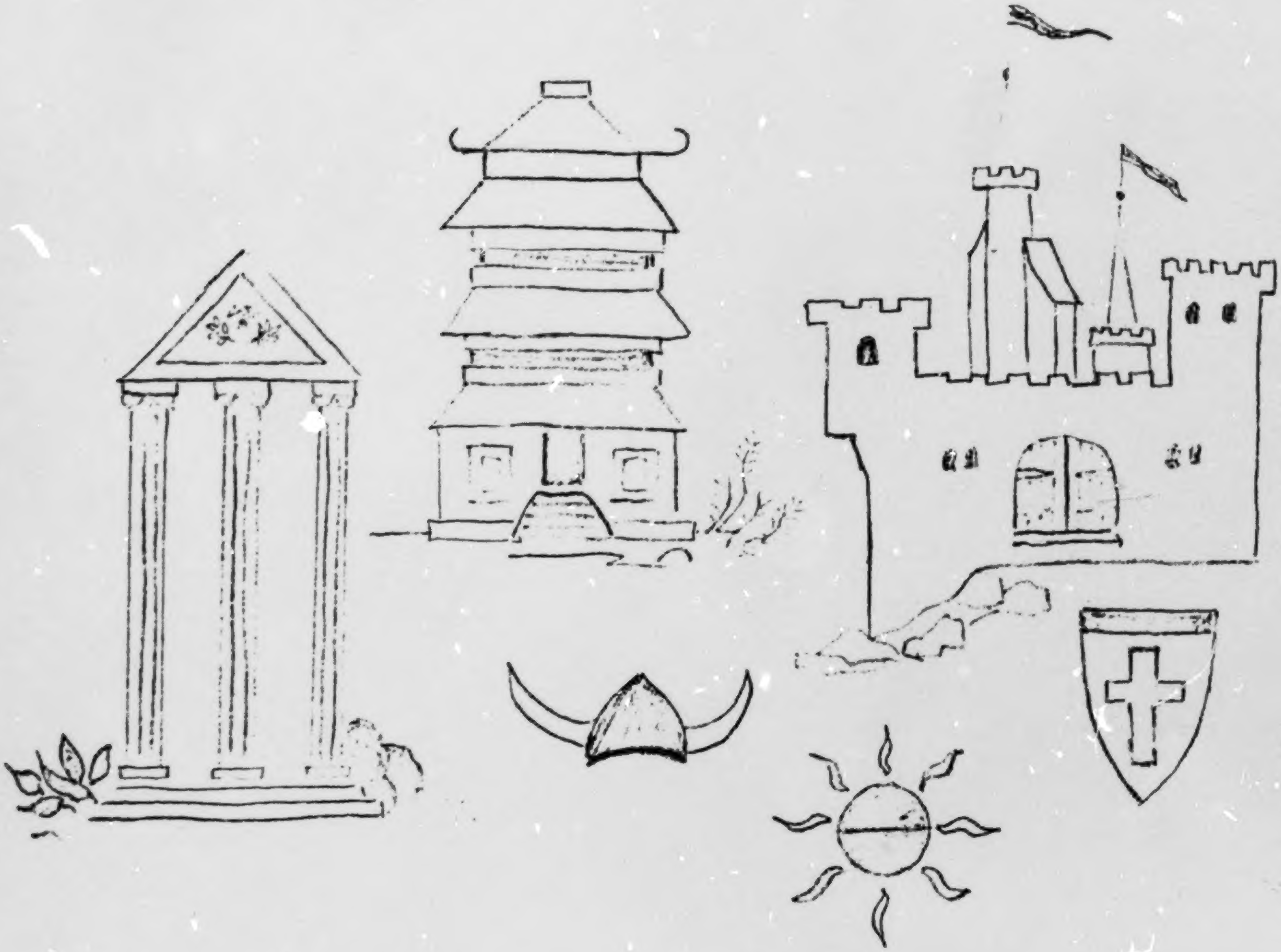
SOCIAL SCIENCE X



WORLD CULTURES

"AN ANTHROPOLOGICAL APPROACH"

INTRODUCTION

The world culture program in the tenth grade is built upon a foundation of various areas of social and natural sciences. It includes studies of prehistoric man through archeology, anthropology, and sociology.

The basic materials are based upon the uniformity theory of geological processes. Teachers are encouraged to supplement this material from catastrophic scientific sources to challenge the students to evaluate the origin of human societies. This is particularly necessary for todays' students who are exposed to the dogma of the biological sciences which are being re-examined by scientists of other disciplines.

The computer storage and retrieval systems enable scientists to draw upon findings in interdisciplinarian areas. This has produced a climate of changing hypotheses in all of the social and natural sciences. Students need to be made aware of this re-evaluation of many accepted theories if they are to adjust to new theoretical foundations which will fundamentally change both the social and natural sciences in the near future.

The methodology utilized in this course of study is inquiry. Conceptual knowledge replaces factual rote memorization as each unit of study builds upon basic concepts. The conceptual frame work is established in the first semester of the academic year, while ancient civilizations are studied in the second semester. During both semesters, students are called upon to focus on value systems of man. In the second semester, emphasis in world history should be placed on both the achievements of man and the foundations of our western values system. The culmination of the course of study should be an indepth study of the origins of the American democratic system and the democratic values outlined in the beginning of this curriculum guide (page ___).

Both economic concepts and career alternatives are examined throughout the course. These are infused within the units of study where they consistently fall. Teachers are encouraged to set aside time in each unit to focus upon the basic economic concepts (see page _____) and upon life skill careers.

A study of world culture would be incomplete if the employment of man and his economic systems were ignored, for these are "cultural" artifacts of man.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: ONE - INTRODUCTION

TOPIC: VALUES

UNIT OBJECTIVES:
1. To introduce value-clarification strategies.
2. To introduce the anthropological and sociological approaches to studying cultures of man.

INFUSED COMPONENTS:

CAREERS:
1. Educational Psychologists
2. Clinical Psychologists
3. Consultant Services

ECONOMIC CONCEPTS: Individuals make economic decisions on the basis of their values and goals.

VALUES:
1. Recognition of the dignity and value of individuals.
2. Freedom of inquiry, expression, and discussion provide the best way for resolving issues; the will of the majority should govern; the rights and opinions of the minority should be respected and protected.

COMPETENCIES

1. Discriminate between values, value-judgements, and value indicators.
2. Apply the three value theories to one's own value system.
   A. objective theory (absolutes)
   B. subjective theory (do your own thing)
   C. relative theory (evolution of individual value systems)
3. Examine the inquiry method used by Social Scientists.
   A. background research
   B. problem statement and hypothesis
   C. collection of data
   D. test hypothesis
   E. draw generalizations and conclusions

SUGGESTED ACTIVITIES

1. Students will react to a primitive society which holds values different to more complex societies, comparing personal values.
2. Students will examine various jobs associated with anthropologists and sociologists fields.
3. Students will identify several material things they value, and then rank order them. Following this exercise, they will figure cost and plan strategies to allocate funds to purchase items of greatest priority or value.
4. Students will freely discuss all activities and be encouraged to develop non-condemning responses to others' opinions.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWO - ANTHROPOLOGICAL CONTRIBUTIONS TO THE STUDY OF HISTORY

TOPIC: PEOPLE OF THE KALAHARI

UNIT OBJECTIVES:
1. Students should be able to give examples of passages in readings that reflect the writers' subjective opinions and explain why they are subjective.
2. Students should be able to articulate some of the reasons for studying hunter-gatherers in the context of world cultures and some of the risks in using them as analogs of early man.

INFUSED COMPONENTS:

CAREERS:
1. Anthropologists
2. Scientific writers

ECONOMIC CONCEPTS:
1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services, but they possess limited resources with which to satisfy those wants.
3. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
4. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Recognition of the dignity and worth of the individual.
3. Individual and group rights must be exercised in such a way that they do not interfere with the rights of others, or endanger the general welfare.
4. Both competition and cooperation are essential to the democratic process and to one's national or band's well-being.

COMPETENCIES

1. Gain a knowledge of the roles of the anthropologist.
2. Learn to discriminate between objective and subjective descriptions in reporting.

SUGGESTED ACTIVITIES

1. Students should read the "Introduction" to Studying Societies and then read the "People of the Kalahari" to the end of the excerpt about Short Kwi (pp. 5-11).
2. Class discussion on subjective and objective reporting.
3. View filmstrip "The Bushmen in the Kalahari Desert".
4. Homework: Complete the reading, "People of the Kalahari".

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: THREE - LIFE IN A SMALL SOCIETY

TOPIC: BUSHMEN OF THE KALAHARI DESERT

UNIT OBJECTIVES:
1. Students should be able to give several examples of differences in the information supplied by two or more accounts, noting both differences and similarities of reports and differences in the categories of information covered.
2. Students should be able to describe the Bushmen of the Kalahari in some detail, including at least three aspects of their life.

INFUSED COMPONENTS:

CAREERS:
1. Surveyors
2. Hunting
3. Agriculture (primitive)

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:
1. Recognition of the dignity and value of the individual.
2. People are capable of governing themselves; political power belongs to and comes from the people.

COMPETENCIES

1. Learn the process of responding to divergent questions.
2. Learn analytical processes as a means of comprehending the dynamics of social organizations.
3. Analyze characteristics of the Bushmen's society in terms of geographical environment and social organization.

SUGGESTED ACTIVITIES

1. From a duplicated worksheet on the Bushmen society and the readings on the "People of the Kalahari", students will gather information to use in classroom discussion.
2. Students will practice student-to-student-responding to divergent questioning in an analytical process of Bushmen's physical and social environments.
3. Students will discuss the differences and similarities of primitive careers and modern careers.
4. Students will react to the value question: "Do Bushmen have the capability of self government?"

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: FOUR - MAN'S ADAPTATION TO HIS ENVIRONMENT

TOPIC: KALAHARI: BUSHMEN-PRIMITIVE "BAND"

UNIT OBJECTIVES:
1. To learn the basic skills of the anthropologists.
2. To "discover" the concept of environmental adaptation by man.

INFUSED COMPONENTS:

CAREERS:
1. Butchers
2. Professional hunters, fishermen and trappers

ECONOMIC CONCEPTS:
1. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
2. The quantity and quality of population directly affects production.
3. The method of organizing productive resources determines a society's economic system.

VALUES:
1. Citizens should strive to increase the effectiveness of the family as a basic social institution.
2. The recognition of the dignity and value of individuals.
3. All persons should possess equal rights to life, liberty and property, which are, however, accompanied by certain responsibilities and obligations.
4. Citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
5. Actions of the individual usually have an influence on the actions of others.
6. Man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. Gain a knowledge of economic and social life of primitive bands.
2. Demonstrate a knowledge of the skills and method of an anthropologist in studying societies.
3. Identify job tasks performed by primitive societies.

SUGGESTED ACTIVITIES

1. Students will view a filmstrip on the Kalahari Bushmen.
2. Students will identify artifacts found in campsites and draw conclusions about the economic system of Bushmen.
3. Students will examine physical features of primitive campsites and speculate on the social activities of the Bushmen bands.
4. Students will take a list of the values in this unit and apply to the Bushmen society.
5. Students will compare the values of the Bushmen to the democratic values of the American society and speculate what factor determines the similarities and differences.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: FIVE - HOW HUMAN SOCIETIES OPERATE

TOPIC: SIGNIFICANCE OF STATUS AND ROLE

UNIT OBJECTIVES:
1. To introduce students to some of the dynamics of status and role.
2. To learn the importance of dialogue in situations created by circumstances related to status positions and role expectations.

INFUSED COMPONENTS:

CAREERS:
1. Careers related to one's status position in society
2. Careers which create status positions in society

ECONOMIC CONCEPTS: The policies of governmental units may promote or impede economic growth and stability. (This concept must be related to legal status positions and social status positions which are created, influenced, or impeded in an economic setting.)

VALUES:
1. Recognition of the dignity and worth of individuals.
2. Citizens should strive to increase the effectiveness of the family as a basic social institution.

COMPETENCIES

1. Students should be able to suggest examples of specific clues that enable one to identify who someone is.
2. When given the name of a particular social position, students will be able to suggest several behaviors connected with that social position.

SUGGESTED ACTIVITIES

1. Students will be presented overhead transparencies of various social positions (policeman, woman, basketball player, etc.) and separate transparencies of dialogue quotes. They will match the correct dialogue with the social position it corresponds with.
2. Students will identify familiar social statuses and careers related to them.
3. Students will identify career positions and match status positions which result from the career.
4. Students will explore governmental status positions and how these influence decision-makers to create legislation or guide-lines which enhance or impede economic growth and stability.
5. Simulation game Star Power.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: SIX - HOW HUMAN SOCIETIES OPERATE

TOPIC: PAIRING OF STATUS AND ROLES

UNIT OBJECTIVES:
1. Given two terms - one status name, the other not - students will be able to distinguish between them.
2. Students will be able to give an example of reciprocal expectations between pairs of statuses, e.g., The husband's obligations are a wife's rights and vice versa.

INFUSED COMPONENTS:

CAREERS:
1. Sociologist
2. Bus Driver

ECONOMIC CONCEPTS:
1. Each of the factors of production expects to receive compensation for its contribution to the process of production.
2. Individuals make economic decisions on the basis of their values and goals.

VALUES:
1. Recognition of the dignity and value of individuals.
2. Belief that the actions of the individual usually have an influence on the actions of others.

COMPETENCIES

(See objectives above)

SUGGESTED ACTIVITIES

1. Have students to compose humorous dialogues based upon status and role conflict situations.
2. Given a handout on "Status Names" List. Have students identify names on the list which are statuses.
3. Have students choose names from the list and identify particular behaviors expected of each.
4. Students will identify pairs and their reciprocal expectations from a "Who Am I Circles" worksheet.
5. The class will compile a list of ten pairs suggested by students from their "Whom Am I Circles" worksheet.
6. The class will discuss the role expectation of a bus driver and explore his job description.
7. Students will study the occupation of sociologist and determine what status one would hold in various situations.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: SEVEN - HOW HUMAN SOCIETIES OPERATE

TOPIC: LEGAL, MORAL, AND POPULAR STATUS POSITIONS

UNIT OBJECTIVES:
1. Students should be able to give examples of statuses that are legal, or moral, or popular in their base of expectation, and of statuses that are a combination of these.
2. Students should be able to explain the difference between status and rank.

INFUSED COMPONENTS:

CAREERS:
1. Truck drivers
2. Lawyer

ECONOMIC CONCEPTS:

VALUES: Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

COMPETENCIES

Students will:

1. Be able to sort status expectations into legal, moral, or popular upon the base of their origin.
2. Be able to explain the difference between status and rank.

SUGGESTED ACTIVITIES:

1. Students will examine legal formal documents and identify legal status positions.
2. Students will make a list of statuses and then the class will rank them on the basis of "authority".
3. Students will follow the unit on an inquiry approach to reinforce the value stated above.
4. Students will research the occupation of truck drivers and lawyers. Then they will identify both their status and rank on the basis of authority.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: EIGHT - HOW HUMAN SOCIETIES OPERATE

TOPIC: STATUS - A CREATION OF MAN AND SUBJECT TO CHANGE

UNIT OBJECTIVES:

1. Students should be aware that they use combinations of visual clues to determine the status of the individuals in photographs, even without any accompanying dialogue.
2. Students should be able to give examples showing that statuses are human creations and that new statuses appear and old ones disappear.
3. Students should be able to identify status names and other words connoting statuses in the context of commonplace printed matter.

INFUSED COMPONENTS:

CAREERS:

1. Astronaut
2. Blacksmith
3. Gandy dancer
4. Police reporter

ECONOMIC CONCEPTS: The quantity and quality of population directly affects production, which in turn creates statuses.

VALUES: Recognition of the dignity and worth of individuals.

COMPETENCIES

1. Students will recognize that status and role are pervasive in society, yet will remain unseen and unfelt unless one makes special efforts to perceive them.
2. Students will be able to give specific examples of new status positions, and statuses which no longer exist in our society.
3. Students will be able to identify statuses from pictures by subtile visual clues without the aid of dialogue.
4. Students will be able to identify role expectations associated with statuses found in pictures without the aid of dialogue.

SUGGESTED ACTIVITIES

1. Students will be given a picture of a group of people in a street scene and ask who each person might be.
2. Students will follow the above exercise by listing extinct statuses and new statuses in our society.
3. Students will write a brief job description on:
   A. Astronaut
   B. Blacksmith
   C. Gandy dancer
   D. Police reporter
4. Given a federal income tax form, students will compile a list of legal statuses.
5. Given a newspaper article on the firing of a professor, students will list all the professor's statuses and indicate which status the professor used to defend his position. They will list the "rights" he possessed which were associated only to his "statuses".

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: NINE - HOW HUMAN SOCIETIES OPERATE

TOPIC: ANALYTICAL PROCESS IN VISUALIZING STATUS

UNIT OBJECTIVES:

1. Students will be able to correctly characterize three paired (dyadic) relationships from their "Who Am I" Circles on the "Characteristic Profile".
2. Students will be able to classify access routes as to choice, non-choice birth, non-choice non-birth, and indicate the amount of ceremoney and the amount of formal training needed to acquire a given status.

INFUSED COMPONENTS:
CAREERS:

ECONOMIC CONCEPTS:

VALUES: Recognition of the dignity and worth of the individual.

COMPETENCIES

1. Students will learn to visually portray statuses on characteristics profile charts.
2. Students will be able to plan their own statuses opportunities on an age chart of statuses expectations.
3. Students will be able to recognize and identify statuses which are by choice, non-choice but by birth, or non-choice and non-birth.
4. Students will be able to identify "Access Profiles" on their own statuses to visually present the requisites for status achievement.

SUGGESTED ACTIVITIES

1. Given a handout of the Characteristics Profile worksheet, students will analyze three of the relationships from their "Who Am I Circles" worksheet, by identifying the relationships as "brief...Enduring", "impersonal...Personal", "Single purpose...multipurpose" and "much rank difference...no rank difference".
2. Students will be given an age chart worksheet and asked to mark on the chart all the statuses that they might occupy in the course of a lifetime.
3. Given the choice/non-choice sorting worksheet, students will group statuses on the basis of how a person gets to be a particular status.
4. Given the Access Profile worksheet, students will analyze the access routes for several different statuses from their age chart.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TEN - LIFE IN A SMALL SOCIETY: ANALYSIS

TOPIC: OVERVIEW OF MBUTI DATA AND ANALYSIS

UNIT OBJECTIVES: Students will apply the concepts of status and role from the previous unit "How Human Societies Operate" to the analytical analysis of the Mbuti Pygmy culture.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources (natural, capital, and human) must be used in some workable combination.
4. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
5. The method of organizing productive resources determines a society's economic system.
6. Each of the factors of production expects to receive compensation for its contribution to the process of production.
7. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Mankind should make intelligent use of forces and resources of nature.
2. Mankind should have a reasoned devotion to her/his heritage, and a commitment to perpetuate the ideals of the culture in which he/she lives.
3. All societies are a part of an interdependent world community.
4. People are capable of governing themselves, and political power belongs to and comes from the people, who have the right to change their government.

COMPETENCIES

1. Utilizing the concepts of status and roles, students will apply these to the Mbuti Society.
2. Identifying status positions in the Mbuti band, the students will compare role expectations associated with these statuses with those in their own society.

SUGGESTED ACTIVITIES

1. Students will view and then study the information contained in the filmstrip "The Mbuti of the Ituri Forest" and search for statuses found among that people, using as a guideline the occupations and kinship roles to identify statuses.
2. Students will be given a list of the economic concepts and values (above) and compare those found among the Mbuti with the American society.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: ELEVEN - LIFE IN A SMALL SOCIETY: ANALYSIS

TOPIC: LEGAL, MORAL, AND POPULAR BASES FOR STATUSES IN MBUTI CULTURE, THE CRIME OF CEPHU

UNIT OBJECTIVES:

1. Students will apply the standards of identifications of the bases of Mbuti culture to that society. (Legal, Moral, Popular)
2. Students will discover the bases for ranking statuses in the Mbuti society and determine the rank differences for each. They will classify statuses according to choice, non-choice non-birth, and non-choice birth, and determine the requirements for status entrance.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS: Same as for Unit Ten

VALUES: Same as for Unit Ten

COMPETENCIES

1. Apply the bases of statuses (Legal, Moral, Popular) to the Mbuti Society.
2. Determine the bases for status rank in Mbuti society.
3. Explain the similarity between the profiles of five Mbuti dyadic status relationships.
4. Identify the means of access to Mbuti statuses.

SUGGESTED ACTIVITIES

1. Given a recorded interview between an anthropologist and an Mbuti girl, and field notes on the Mbuti, students will analyze the (a) bases of support for Mbuti statuses, (b) status rank, (c) dyadic status relationships, and (d) means of access to Mbuti statuses.
2. Discuss the economic concepts and values of the unit and note any changes of opinion respecting them.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWELVE - LIFE IN A SMALL SOCIETY: ANALYSIS

TOPIC: THE MOLIMO

UNIT OBJECTIVES: Students will apply their knowledge of status and role to the Mbuti society by identifying ceremonial entrace into adult statuses by boys and girls.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS: Same as for Unit Ten

VALUES: Same as for Unit Ten

COMPETENCIES	SUGGESTED ACTIVITIES
1. Given a recording of a Molimo ceremonial dance, students will analyze various access routes to adulthood. 2. Compare access routes to adult statuses in the Mbuti society with that in American society.	1. Assigned a record of the Molimo and a reading "Njobo, The Elephant Hunter," students will identify the differences between access routes to adult statuses for boys and girls. 2. Students will discuss the Mbuti values in the light of American values.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: THIRTEEN - LIFE IN A SMALL SOCIETY: ANALYSIS

TOPIC: ADAPTATION AND A GOOD DEATH

UNIT OBJECTIVES: Students will apply eight different categories of analysis to cover all aspects of adaptation to Mbuti society.

INFUSED COMPONENT:
CAREERS:

ECONOMIC CONCEPTS: Same as for Unit Ten

VALUES: Same as for Unit Ten

COMPETENCIES

1. Given the following categories of analysis, students will apply them in the study of the Mbuti band.
   - A. size and duration of settlement
   - B. Distribution of wealth
   - C. Sovereignty
   - D. Tool kit of artifacts
   - E. Social control
   - F. Leadership
   - G. Integrative activities
   - H. World view

SUGGESTED ACTIVITIES

1. Students will be given the eight categories to analyze the Mbuti society with a worksheet of questions on each. They will then use all filmstrips, records, and readings, to categorize the total Mbuti society.
2. Students will compare the Mbuti and American societies utilizing the eight categories of the unit, and study the economic systems of both.

SUBJECT: WORLD CULTURES - ORIGINS OF HUMANESS GRADE: 10

UNIT: FOURTEEN - PREPARATION FOR LAB PROBLEMS

TOPIC: ANTHROPOLOGICAL CAUTION: THINGS THAT CAN AND CANNOT BE KNOWN

UNIT OBJECTIVES:

1. Students should list several things that can be learned about people from archeological data, as well as several things that cannot.
2. Students should give an example of information that cannot be drawn by examining a single item but can be drawn by examining a combination of items.
3. Students should give two or more reasonable interpretations of the significance of the archeological data found.

INFUSED COMPONENTS:

CAREERS: Anthropologist

ECONOMIC CONCEPTS: Individuals make economic decisions based upon their values and goals.

VALUES:

1. Man should make intelligent use of forces and resources of nature.
2. Recognition of the dignity and worth of individuals.

COMPETENCIES

1. Analyze prehistoric societies by examination of artifacts and campsites.
2. Ability to peruse archeological maps.

SUGGESTED ACTIVITIES

1. Given readings and wall chart on "Kalahari-1 Site and Its Contents," students will develop an hypothesis based upon the contents of the site.
2. Students will speculate upon the various possible usages of each piece of artifact catalogued and write a description of the band that lived at the site.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: FIFTEEN - PREPARATION FOR LAB PROBLEMS (CON"T.)

TOPIC: THE SEARCH FOR PREHISTORIC ANCESTORS

UNIT OBJECTIVES:
1. Students should understand the need to distinguish fact from opinion.
2. Students should recognize the influence of the historical setting on new ideas.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Freedom of inquiry, expression, and discussion provide the best way for resolving issues.

COMPETENCIES

1. Explain the importance of objective and subjective reasoning in searching for knowledge.
2. Identify the periods of prehistoric man and the scientific terminology use for both the period and relics of man.
3. Discriminate between objective factual reporting and subjective opinionation.

SUGGESTED ACTIVITIES

1. Given a reading on "How to know an ancester when you find one," students will examine skeletal remains of man and animals and identify discriminating differences in structure.
2. The class will discuss the difference between theory and fact in relationship to the question "Can it be proven that man evolved from a lower form?"

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: SIXTEEN - PREPARATION FOR LAB PROBLEMS (CON'T.)

TOPIC: FORM AND FUNCTION

UNIT OBJECTIVES:

1. Students should understand and recognize "diagnostic characteristics" for fossil identification.
2. Students should realize that many specific aspects of human evolution are still in question and that interpretation of these must remain flexible.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Freedom of inquiry, expression, and discussion provide the best way for resolving issues.

COMPETENCIES

1. Understand and recognize characteristics of fossils for identification.
2. Identify bone structure of man and animals, i.e., canines, jaws, skull, pelvis, and foot bones.

SUGGESTED ACTIVITIES

1. Given the projection on overhead transparency of "Spines," students will study the form of an animal in relationship to the function of its body.
2. Students will read an anthropological article on "form and function".
3. Students will discuss "Adaptation," "Genetic selectivity", and "mutation" as possibly explanations of human differences.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: SEVENTEEN - PREPARATION FOR LAB PROBLEMS (CON'T.)

TOPIC: ENVIRONMENT, WAY OF LIFE, AND ANATOMY

UNIT OBJECTIVES:

1. Students should be able to distinguish (and at the same time question and support their distinctions) between generalized and specialized animals.
2. Students should begin to see form in terms of its relationship to function and to see the functions of anatomical parts as being of consequence only in relation to the anatomical wholes.
3. Students should develop some conception of the huge span of time encompassed by the Pleistocene.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS: In order to satisfy human wants for goods and services, productive resources must be used in some workable combination.

VALUES: Freedom of inquiry, expression, and discussion provide the best way for resolving issues.

COMPETENCIES

1. Describe the importance of
   A. Visual fields
   B. Palates
   C. Spines
2. Examine interrelationships between environment, way of life, and anatomy and discriminate between "generalize" and "specialized" function of form.

SUGGESTED ACTIVITIES

1. Students will study "steroscopic vision", "palates", and apply these forms to various animal species and man.
2. Students will discuss which is better off, man or apes, and give reasons for their conclusions.
3. Students will discuss the "economic" problems of satisfying wants for goods by man and apes.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: EIGHTEEN - EARLY RELATIVES OF MAN? OR MAN?

TOPIC: EARLIEST FOSSIL AND CULTURAL DATA

UNIT OBJECTIVES:
1. Students can make distinctions based on pictorial data, recalling information from earlier lessons to support their decisions.
2. Students should be able to distinguish among the uses of major prehistoric dating techniques.
3. Students should begin to use the data they have to make inferences about the earliest human ways of life.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Separation of church and state is essential to the democratic process and to our national well-being.

COMPETENCIES

1. Describe the dating techniques used by social scientists.
2. Relate selected fossil remains to human history.
3. Identify and classify fossil remains.

SUGGESTED ACTIVITIES

1. Given a series of Fossil Cards, student will examine and classify each on the basis of man or animal.
2. Students will draw generalizations from fossil remains as to the period of history each should be placed in.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: NINETEEN - EARLIEST EVIDENCE OF CULTURE

TOPIC: FOSSIL EVIDENCE OF CULTURE

UNIT OBJECTIVES:

1. Students should raise questions about an artifact and examine the quality of the questions they ask.
2. Students should be able to categorize the kinds of questions according to the degree of reliability that may be expected from their answers.
3. Students should be able to describe an artifact in detail, both in direct physical terms and in terms of the limitations on inferences about the artifact that its physical characteristics impose.
4. Students should reach some broad, tentative but logically supportable conclusions about the australopithecine way of life from a range of data that includes cultural implications.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES: Separation of church and state is essential to the democratic process and to our national well-being.

COMPETENCIES

1. Discriminate between a "tool" and common pebbles and rocks.
2. Hypothesize the uses of cultural evidences and classify them in some meaningful way to understand the society of their users.

SUGGESTED ACTIVITIES

Given pebble tools, culture evidence cards, students will study indepth the australopithecine way of life.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWENTY - TRENDS IN HUMAN CHANGE DURING THE PLEISTOCENE

TOPIC: FOSSIL AND ARCHEOLOGICAL DATA FOR EVIDENCE OF CHANGE

UNIT OBJECTIVES:

1. Students should utilize the skills of observation, inference, and verification to:
   - a) organize visual data according to previously established criteria;
   - b) explain in detail the criteria they used to sort the visual data;
   - c) relate familiar, organized data to new, unfamiliar data (Culture Cards), and test their inferences against the additional data.
2. Students should be aware of changes during the Pleistocene by:
   - a) observing the approximate date and degree of change in human skull form by comparing skull tracings;
   - b) reviewing the apparent relationship between pelvic shape and vertical posture/locomotion.

INFUSED COMPONENTS:

CAREERS:

1. Radiologist
2. Printer
3. Author
4. Research Scientist

ECONOMIC CONCEPTS: The quantity and quality of population directly affects production.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues.
3. Belief that the separation of church and state is essential - That public education should promote moral and spiritual values.

COMPETENCIES

1. Discriminate between fossil remains of animals and "man".
2. Identify:
   - A. Homosapiens
   - B. Homoerectus

SUGGESTED ACTIVITIES

1. Given Fossil Cards and Culture Cards, students will compare the jawbones of:
   - A. Modern Man
   - B. Tabun
   - C. La Chapelle
   - D. Solo
   - E. Pekin
   - F. Steinheim

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWENTY-ONE - HOW DO SPECIES CHANGE

TOPIC: RELATIONSHIP OF ANATOMY TO CULTURE

UNIT OBJECTIVES:
1. Students should be able to explain, in terms of natural selection, how it is possible for a population, or a species, to change.
2. Students should be able to relate the importance of variation to the potentiality for change.
3. Students should be able to see that in a discussion of "nature versus nurture," those concepts are complementary rather than opposing.

INFUSED COMPONENTS:

CAREERS: Geneticist

ECONOMIC CONCEPTS: Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

COMPETENCIES

1. Recognize physical characteristics which are inherited.
2. Identify evidences of genetic change and genetic combinations.
3. Generalize evidence of genetic combinations to "natural selection", "evolution", or "common creator".
4. Identify:
   A. Speciation
   B. Isolation/Gene Flow
   C. Variation
   D. Mutation

SUGGESTED ACTIVITIES

1. "Genetic Drift". You can work out the idea of genetic drift with colored marbles. Use eight marbles, half of one color representing one gene and half of another representing an alternate gene--for example, four red and four blue--and mix them in a container. This is your "population". Each marble represents a gene. Arbitrarily "kill" half the marbles by asking a student to close his eyes and take out four marbles at random. The remaining marbles should "reproduce" by your adding one new marble of the same color for each marble that remains. Is the gene population still half red and half blue? Keep "killing" half and "reproducing" the remainder until only one color remains. (This may take from two to twenty or thirty "generations," but this is a short time in evolutionary terms.)

SUGGESTED ACTIVITIES CONTINUED

You have changed a "small" population (frequency of two genes) by selecting marbles at random. But what would happen if the basket contained five hundred red marbles and five hundred blue ones, all mixed up, and you "killed" and "reproduced" only half the marbles randomly chosen at a time? Then it probably would literally take forever to appreciably alter the "gene frequency" by the random genetic drift illustrated above.

2. "Gene Flow". Use "two" gene populations of ten marbles (five red and five blue) each. These gene populations are "neighbors." "Migrate" two out of each population (container) randomly and transfer them to the neighboring (other) container. If you keep doing this, it quickly becomes clear that you can never permanently unmix either population because of the constant "gene flow" between them. This is essentially the same process explained in the illustration about the hilltop and valley mice. As long as genes "flow" back and forth between the two populations by means of migrant mice, there will "always" be "some" mice that will drown in the next flood.
3. "Mutation". What is a mutation? In a container of ten red and ten blue marbles, substitute a "mutation" in the form of a yellow marble for one of the others, randomly removed. Suppose you "kill" half of the twenty marbles and "reproduce" the remaining. (You still have twenty marbles.) Chances are you would eliminate the "mutation" almost as fast as it appeared.
4. "Speciation". Suppose, however, that you protect the yellow marble and selectively "kill" ten of the red and blue marbles, each time letting the yellow "survive" to "reproduce". You will very shortly have twenty yellow marbles, and, in effect, the "mutation" will have become universally established in your gene population. It could even be considered a "new species," except that we have oversimplified so "very" much. (To point out only one of the very "un-natural" shortcuts taken here, we completely ignored the effects of mating.) While real speciation is infinitely slower, more complicated, and in many other ways different from this marble game, the general process and its longterm effects may, with due caution, be thought of as analogous.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWENTY-TWO - UNIQUELY HUMAN DEVELOPMENT

TOPIC: "WILL THE PRIMATE WITH CULTURE PLEASE STAND UP?"

UNIT OBJECTIVES:
1. Students should evaluate several hypotheses about the origin of bipedism, basing their criticism on their own experience and intuitive judgment, as well as on the data presented. Then they should devise yet another hypothesis that includes elements of all of the hypotheses presented while eliminating logical fallacies, such as the idea that the hypotheses are mutually exclusive.
2. Students should begin to examine the concept of culture and devise a working definition.
3. Students should consider the idea of feedback in relation to tool-using and erect posture in early evolution.

INFUSED COMPONENTS:

CAREERS:
1. Archeologist
2. Sociologist

ECONOMIC CONCEPTS: The quantity and quality of population directly affects production.

VALUES: Man is a part of an interdependent world community.

COMPETENCIES

1. Explain the origin of bipedism.
2. Explain and devise sets of hypotheses and eliminate logical fallacies.
3. Analyze the concept of "culture".

SUGGESTED ACTIVITIES

1. Read six hypotheses and determine which are the most significant in explaining organic phenomena.
2. Discuss alternative hypotheses found in Reading "Will the Primate with Culture Please Stand Up?"

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWENTY-THREE - UNIQUELY HUMAN DEVELOPMENT

TOPIC: COMMUNICATION

UNIT OBJECTIVES:
1. Students should recognize several characteristics of human language that seem to make it unique among all forms of animal communication.
2. Students should be able to speculate about the place of language and the place of the meaning-process in human evolution.

INFUSED COMPONENTS:

CAREERS:
1. Linguist
2. Television
3. Reporters

ECONOMIC CONCEPTS:
1. Each of the factors of production in communication expects to receive compensation for its contribution to the process of production.
2. The quantity and quality of population directly affects production.

VALUES:

COMPETENCIES

1. List various types of non-linguistic communication.
2. List three characteristics of language as one kind of communication.
    A. Ways of communicating
    B. Combination of sounds to produce messages
    C. Openness in language - combination of small messages to communicate larger messages without limit.

SUGGESTED ACTIVITIES

1. Discuss differences between language and communication.
2. Examine three characteristics of language
3. See chart "The Human System" (pages 58-59) and explain the terms used.
4. Research various jobs in communication and report to class.
5. Discuss the economic concepts as they relate to communication and language.

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWENTY-FOUR - WHAT DID CULTURE AND ANATOMY HAVE TO DO WITH EACH OTHER

TOPIC: RELATIONSHIP BETWEEN ANATOMY AND CULTURE

UNIT OBJECTIVE:
1. Students recognize that feedback is an interaction between organism and behavior.
2. Students recognize that because feedback is a very complex interaction involving all aspects of the organism and of individual and group behavior, no study can describe all its ramifications.

INFUSED COMPONENTS:

CAREERS:
1. Sociologists
2. Historians
3. Anthropologists

ECONOMIC CONCEPTS:

VALUES:

COMPETENCIES

1. Contrast the anatomies of Primates and man.
2. Identify canine teeth of primates and man.
3. Identify "tool-making" skills of primates and man.
4. Demonstrate tool-making skills to brain size and anatomy.

SUGGESTED ACTIVITIES

1. Using material from Readings (Page 56) students will construct a mini-web, connecting the following characteristics.
   - A. Friction grip
   - B. Precision grip
   - C. Tool-using
   - D. Language
   - E. Invention
   - F. Naming
   - G. Learning/teaching
   - H. Sexual division of labor
   - I. Large brain
   - J. Prolonged childhood

SUBJECT: WORLD CULTURES GRADE: 10

UNIT: TWENTY-FIVE - CULTURAL DEVELOPMENTS OF MAN

TOPIC: AUSTRALOPITHECUS AND HOMO SAPIENS

UNIT OBJECTIVE:

1. Students should recognize the differences in efficiency between Lower and Middle Pleistocene stone tools.
2. Students should examine the kinds of objects in an archeological site and their distribution, and by applying a simple statistical procedure, deduce additional information.
3. Students should acquire an idea of the technological facilities available to "Homo erectus" and be able to debate the possible nature and complexity of his social organization, specialization, and thought processes vis-a-vis magic, superstition, morality, etc.
4. Students should be able to describe the major tool types for the entire course of the Pleistocene and to speculate on their broader cultural implications.
5. Students should be able to speculate about Mousterian psychology on the basis of this additional evidence.
6. Students review the evidence for technological change and examine the relationship of Upper Paleolithic technology to the overall cultural chronology.
7. Students explore the evidence for late Paleolithic development of non-utilitarian or "psychological" tools and what this evidence suggests about psycho-social evolution. They speculate about the purposes and meanings of Paleolithic art.
8. Students explore and debate the likelihood that the Upper Paleolithic was a time of major breakthrough in the evolution of human societies, using data and speculations concerning language, technology, and art.
9. Students should be able to speculate briefly on the differences between the way man lived in the post-glacial Mesolithic period and earlier ways of life.
10. Students should be able to attempt an explanation of why there were changes in the distribution of human populations during and after the Pleistocene period.
11. Students should be able to reach some agreement on definitions of "culture" and "human."

INFUSED COMPONENTS:

CAREERS: Industrial Tool-making

ECONOMIC CONCEPTS: People have unlimited wants for goods and services but they possess limited resources with which to satisfy these wants.

VALUES:

COMPETENCIES	SUGGESTED ACTIVITIES
1. Analyze campsites and identify cultural developments of man. 2. Locate the cultural communities of: A. Australopithecine B. Homo Erectus C. Monsterian Man 3. Explain the expansion in human distribution.	1. Using cultural evidence cards for Australopithecene and Homo Sapiens, students will analyze various campsites of man in various areas of the earth.

SOCIAL SCIENCE XI

AMERICAN HISTORY

"POST-CIVIL WAR TO PRESENT"

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: THE ESTABLISHMENT OF A NEW NATION

TOPIC: COLONIAL DEVELOPMENT

UNIT OBJECTIVES:

1. Understand the impetus behind colonization in North America.
2. Understand the geographic effects on colonial development.
3. Understand how the development of representative government was influenced by developments in government prior to colonization and by the experience of colonization.

INFUSED COMPONENTS:

CAREERS:

1. Ministerial occupations
2. Maritime occupations

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
4. The method of organizing productive resources determine a society's economic system.
5. Growth and stability are common goals of all economic systems.
6. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that the separation of church and state is essential-that public education should promote moral and spiritual values.
3. Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.
4. Belief that man should make intelligent use of forces and resources of nature.
5. Belief that man should recognize the interrelationship of natural environment and quality of human existence.

COMPETENCIES

1. List the reasons for English settlement in the New World.
2. Trace colonial self-government to its English background.
3. Describe the geographical features of the New England, Middle, and Southern colonies and list the occupations that developed in each.
4. List the four major English documents that affected colonial governmental development.
5. Describe how a minority of English colonists affected the establishment of a new nation.
6. List the various cultural influences that created the "American" and describe how and why each group of immigrants came to the New World.
7. List the causes of the Revolutionary War.

SUGGESTED ACTIVITIES

1. Have students write newspaper articles describing why people were leaving for the New World.
2. Discuss inflation in England and how it affected the desire to come to the New World.
3. Write biographical reports on:
   A. Roger Williams
   B. George Calvert
   C. Anne Hutchinson
   D. John Winthrop
4. Show filmstrips:
   A. "Pilgrim Legacy"
   B. "English background to American Colonization"
   C. "Voyage to the New World"
5. Draw posters to recruit settlers to the New World.
6. Listen to cassette entitled "Accounts From the New World"
7. Construct a time line of major governmental developments during colonial America.
8. Discuss the development of the "national" language.
9. View Adams Chronicles episodes one and two.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: THE ESTABLISHMENT OF A NEW NATION

TOPIC: ESTABLISHMENT OF OUR GOVERNMENT

UNIT OBJECTIVES:

1. Infer that a centralized government is more efficient for many purposes than several decentralized governments.
2. Perceive that the success of democratic government depends on the ability of different individuals and groups to compromise.
3. Recognize that the Constitution gives and limits the authority of government.
4. Perceive that the existence of democracy is dependent upon well informed citizens.

INFUSED COMPONENTS:

CAREERS:

1. Service occupations
2. Government service
3. Administrative and related occupations
4. Publishing

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. The policies of governmental units may promote or impede economic growth and stability.
3. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

COMPETENCIES

1. Identify the Articles of Confederation.
2. Identify the Bill of Rights
3. List the Civil Rights guaranteed in the Bill of Rights.
4. List the most influential delegates at the Constitutional Convention.
5. List reasons for writing the Constitution.
6. Describe the organization of the three branches of government.
7. Explain the meaning and effects of the Elastic Clause.
8. List powers denied to government by the Constitution.
9. Define concurrent powers.
10. Explain the electoral system.
11. List powers of the Congress, and Executive.
12. Define impeachment.
13. Define treason.
14. Describe and explain the system of checks and balances.
15. Explain the federal system.
16. Describe how British colonial policy after the French and Indian War created discontent in the colonies.

SUGGESTED ACTIVITIES

1. Have students read background material on the Constitution.
2. Have students research some of the personalities and compromises.
3. Have students develop projects related to the unit under study.
4. Role play some of the events of the period.
5. Make posters related to the unit.
6. Have students collect news articles that relates to the unit under study.
7. Have students construct time lines.
8. Have students interview a lawyer, judge or a congressman.
9. Invite a speaker.
10. View Adams' Chronicles, Episodes Three and Four and Five and Six.
11. Explain how the constitution divides and separated the powers of government.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: WESTWARD EXPANSION

TOPIC: THE WEST

UNIT OBJECTIVE:

1. Realize that the West was not one region but many different regions, and development of its resources demanded courage and intelligence.
2. Perceive that the settlement and conquest of the West was merely the prelude to the transformation of the nation from a predominantly agricultural country to one of the industrial giants of the modern world.
3. Show why the nature of the frontier placed many American minorities on equal basis.

INFUSED COMPONENTS:

CAREERS:

1. Occupations in transportation
2. Health occupations
3. Agricultural occupations
4. Engineering occupations
5. Government service jobs
6. Banking
7. Forestry, Fishing

ECONOMIC CONCEPTS:

1. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
2. The method of organizing productive resources determines a society's economic system.
3. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
4. Individuals make economic decisions based upon their values.
5. Growth and stability are common goals of all economic systems.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
3. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
4. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected.

CONTINUED
VALUES: 5. Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. Identify the forces that led to the settlement of the West.
2. Explain Turner's Frontier Theory.
3. Explain what part racial prejudice played in the history of the Indians.
4. Describe the effect the discovery of gold had on the Westward Movement.
5. Evaluate man's use of the plains and other regions of the West.
6. Identify the various groups which made the settlement of the plains a reality.
7. Identify physical features of land in the West.
8. Cite provisions for disposition of public lands in West.
9. Explain the part each of the following played in the Americanization of the Indian.
10. Explain and give examples of how science and technology influenced agriculture.
11. Recognize the relationships between railroad systems and territory expansion through land grants, banking loans, etc.
12. The western frontier came to a close in 1890 as the West developed into a productive agricultural and industrial section.

SUGGESTED ACTIVITIES

1. Have students collect some cowboy songs. If possible have them played and sung in class. What did the cowboy contribute to American music?
2. Show film - "Great Comstock Lode Strike."
3. Make a chart listing the various types of frontiers. Indicate such things as: success, failures, and conflicts.
4. Write biographical sketches of frontier personalities.
5. Have students make collages that related to the unit.
6. Show film - "The Big Rush West."
7. Have students draw and label maps of the Old West, include trails.
8. Have students to research the Indians.
9. Show 16 mm, Parts One and Two, "The Real West" - Media Center
10. Have a student interested in stock market do research on cattle commodity trading.
11. Have student report on culture of the Plains Indians.
12. Show Filmstrip Coronet "The West" North Campus Resource Center
13. Give students print out "Men in History" Chief Joseph and Geronimo
14. Divide students into five groups, have each group write arguments for and against the Americanization of the Indians.
15. Create a montage of the west sources
    "Bury my heart at Wounded Knee"
    Newsweek, January 13, 1975
    "The Indian-Treaty War."
    U. S. News and World Report
    February 10, 1975 "Indian Affairs"
16. Give oral reports on Readings
17. Given a booklist, students will select readings to report on.
18. Students will discuss the questions:
    A. How could capitalist be encouraged to build railroads through near-deserted western lands?

SUGGESTED ACTIVITIES (CONTINUED)

B. The government wasted land by donating land to railroad companies.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: THE RISE OF INDUSTRY - BUSINESS AND INDUSTRY

UNIT OBJECTIVES:

1. Perceive that as new methods of business organizations were developed, fierce competition gained momentum.
2. Perceive that America was changing from a rural, agricultural economy to an urban, industrial way of life.
3. Perceive that by the beginning of the 1900's the United States had become the leading industrial nation in the world.
4. Perceive that science and technology were transforming the lives of peoples, solving many problems, and creating many others.
5. Recognize the effect of parents occupation and income, community size and customs upon the American family life.

INFUSED COMPONENTS:

CAREERS:

1. Industrial production and related occupations
2. Manufacturing
3. Social service
4. Occupations in Transportation

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
4. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
2. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.
3. Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES	SUGGESTED ACTIVITIES
1. Explain the effect of industrial growth on Americans.	1. Have students give examples of unfair business practices in their community and possible remedies.

COMPETENCIES (CONTINUED)

2. Identify various forms of business organizations.
3. Discuss the ill effects of industrialization.
4. Define free enterprise.
5. Demonstrate how business may some time influence government.
6. What contribution did immigrants make to the development of industry?
7. Cite examples of unfair business practices, and how they were corrected.
8. Show how industry influenced new forms of recreation.
9. What were some of the problems of wage earners?
10. Identify the role of labor organizations in the development of industry.
11. List and describe examples of government efforts to control business.
12. Define laissez-faire.
13. Recognition that industrial pollution is a new sensitivity not previously recognized.
14. Explain how the Captains of Industry laid the foundations for the growth of American Industry.
15. List the main values of America and how they affect America's economic growth.
16. Be able to define capitalism, socialism, and communism, and identify countries using each of these three economic systems.
17. Cite five factors in the emergence of American Industrialization.
18. List the phases or stages in a business cycle.
19. Demonstrate a knowledge that citizens own the large corporations.
20. Define the theories of Social Darwinism and Carnegie's social gospel of wealth.
21. Explain the move of philanthropy at the turn of the century.
22. Explain how Social Darwinism affected society in the later half of the Nineteenth Century.

SUGGESTED ACTIVITIES (CONTINUED)

2. Have students visit a local industrial plant in order to see from a primary source the principles of mass production.
3. Make a chart showing various forms of business consolidations. Include in your chart; definition, reason for creation, objective, and methods of government control.
4. Have students draw two contrasting cartoons, one showing the machine as viewed by a technologically unemployed worker; the other showing the machine as viewed by the factory owner.
5. Have students construct a crossword puzzle related to terms from the unit.
6. Have students to interpret and place themselves into pictures that were taken in the time period covered by the unit.
7. Have students select and research four career areas of interest, and rank them in order of preference, and explain that order.
8. Have students list jobs that were available in the mid to late 1800's-that no longer exist.
9. Have students to list current jobs and occupations that will probably disappear in the next thirty years.
10. Arrange a debate between a factory owner and a worker. Debate the issues: higher wages; shorter working hours; and worker productivity.
11. Explain job opportunities in the field of manufacturing.
12. Have students keep a scrapbook on their selected career. Include qualifications, salary, advancements, job skills needed, attitude, advantages, disadvantages, letter of application. Add current information and keep scrapbook up-dated.
13. Invite a speaker to discuss employment in the field of manufacturing.
14. Have students take the Kuder Preference Record to see what their vocational interest are.

COMPETENCIES (CONTINUED)

23. Discuss the effect of Modern Technology's regimentation against Americans' individualism.
24. Define conglomerate and give examples.
25. List Black Americans, who in industry, have become millionaires.

SUGGESTED ACTIVITIES (CONTINUED)

15. Have students view films or filmstrips.
16. Have students examine Hamilton's 1791 Report on Manufactory to see whether the Nations' economy has followed the plan he recommended.
17. Debate: Was the U. S. undeveloped before it began to industrialize?
18. Research articles on how machines help or hurt Americans.
19. Debate: "Is it right, or wrong for a citizen to get rich?"
20. Develop a chart to demonstrate a business cycle.
21. Follow stock transactions for several specific corporations over a period of two weeks, and graph the daily fluctuations.
22. Read Brave New World, Nineteen Eighty Four, Space Odyssey
23. ETV Episode 13 and ETV "Immigrants Long, Long Journey"

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: CIVIL WAR AND RECONSTRUCTION

TOPIC: CIVIL WAR

UNIT OBJECTIVES:

1. Understand how the art of compromise postponed the Civil War.
2. Recognize the conflicting sectional forces, when unsettled, failed to stem the tide of hostilities which led to Civil War.
3. Recognize that no short and simple explanation of the causes of the Civil War can be given.

INFUSED COMPONENTS:

CAREERS:

1. Agriculture
2. Transportation

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
3. Each of the factors of production expects to receive compensation for its contribution to the process of production.
4. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
5. The policies of governmental units may promote or impede economic growth and stability.
6. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
5. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.

COMPETENCIES

1. Explain how compromise affected major accomplishments in American History prior to the Civil War.
2. Identify and explain:
   - A. Nullification Crisis
   - B. Missouri Compromise
   - C. Kansas-Nebraska Bill
   - D. Compromises of 1833 and 1850.
   - E. Dred Scott Decision
   - F. California Gold Rush
   - G. John Brown's Raid
   - H. Emancipation Proclamation

   Explain how each was related to the causes of the Civil War.
3. List and explain the advantages to the North and to the South during the Civil War.
4. Recognize and provide examples of the restrictions on, and suspension of, civil rights during wartime.

SUGGESTED ACTIVITIES

1. Debate the conflicts in American History prior to the Civil War.
   - A. Commercial
   - B. Representation/Taxation
   - C. States Rights
   - D. Slave Trade
2. View Adams Chronicles, Episode Ten.
3. Prepare your own interpretation of the causes of the Civil War based on facts presented in text and suggested by historical analysis.
4. Show filmstrips
   - A. "High Tide and Valor"
   - B. "The Darkest Hour"
   - C. "Then Peace"
5. Have students prepare oral reports on major Civil War generals.
6. Have students describe how life changed during the Civil War as a result of armed conflict.
7. View ETV American History Specials:
   - A. "A Slave's Story"
   - B. "The Civil War"
   - C. "The Anguish of Emancipation"

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: CIVIL WAR AND RECONSTRUCTION

TOPIC: RECONSTRUCTION

UNIT OBJECTIVES:

1. Recognize the more extreme radicals wanted to revolutionize the South by transferring political powers from the whites to the Negroes.
2. Perceive that in 1900 the South was basically an agricultural region still struggling to recover from the disaster of war, but the forces of industry were growing.
3. Know that the historial development of the South necessitated a change which would bring it more in line with Constitutional principles.
4. Perceive that most black southerners were still excluded from the mainstream of southern society.

INFUSED COMPONENTS:

CAREERS:

1. Agriculture
2. Construction

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
3. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
4. The quantity and quality of population directly affects production.

VALUES:

1. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.
2. Belief that a free economic cmmpetition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.

COMPETENCIES

1. Define reconstruction.
2. Explain Lincoln's plan of reconstruction.
3. Contrast Lincoln's plan and the radical plan.

SUGGESTED ACTIVITIES

1. Identify and discuss constitutional discrepancies that may result in conflict.
2. Make a chart showing noted

COMPETENCIES (CONTINUED)

4. Describe the system of share cropping.
5. Discuss the dispute in the Election of 1876.
6. Cite examples of political corruption during reconstruction.
7. Discuss the qualifications of blacks who participated in reconstruction government.
8. Explain why the South was willing to accept the Compromise of 1877.
9. Describe tactics developed in South to counteract Negro political power.
10. Explain governmental policies that promoted economic growth during the Reconstruction period.
11. Describe how the Civil War and Radical Reconstruction affected political, social, and economic growth in the South.

SUGGESTED ACTIVITIES (CONTINUED)

reconstruction personalities. Label them radical, conservative, or liberal.

3. Develop hypothesis to explain what course history would have taken if Lincoln had not died.
4. Students will write their own reconstruction plans.
5. Have students prepare oral reports on personalities from the unit.
6. Have students debate the issue of Reconstruction.
7. Have students construct charts and graphs.
8. Have students present a radio program.
9. Have students explore agriculture related occupations.
10. Have students list several life goals, interest, or things they like to do. Have them examine their list and check those young people might have enjoyed in 1865.
11. Have students interview a farmer, obtain information on how and why he entered the occupation, cost of operating a farm, percent of profit derived from his business.
12. ETV American History Specials
    A. "The Civil War - Promise of Reconstruction"
       Two Parts
13. ETV Adams' Chronicles, Episodes 11 and 12.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: THE ARRIVAL OF REFORM

TOPIC: THE START OF REFORM UNDER THE SQUARE DEAL

UNIT OBJECTIVES:

1. Recognize the forces of nations that necessitate change.
2. Predict that there is no certain way of foreseeing change or predicting its direction.
3. Perceive that government has a responsibility to legislate policies that regulate fair practices and give equal opportunity to all.
4. Recognize the plight of farmers and laborers in the rise of reform movement.

INFUSED COMPONENTS:

CAREERS:

1. Government
2. Finance and Real Estate

ECONOMIC CONCEPTS:

1. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.

VALUES:

1. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
2. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.
3. Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.

COMPETENCIES

1. Discuss the populist revolt.
2. Discuss the aims of the Progressives.
3. Explain and discuss the following changes resulting from the Progressive Era.
   - A. Australian Ballot
   - B. Initiative, referendum
   - C. Women suffrage
   - D. Direct elections of senators

SUGGESTED ACTIVITIES

1. Read and discuss Theodore Roosevelt's New Nationalism Speech.
2. Identify writers that were classified as Muckrakers and relate them to the Watergate authors.
3. Relate Roosevelt's extension of Presidential power to modern Presidents.
4. Contrast the philosophies of Malcolm X and Dr. Martin Luther King. Which do you agree with? Discuss your choice in class.

COMPETENCIES (CONTINUED)

4. Discuss Theodore Roosevelt's Square Deal.
5. How did the assembly line change American production?
6. Explain Wilson's New Freedom.
7. Identify the purpose of the Federal Trade Commission.
8. List the sources of Progressive strength.
9. Identify:
   Robert LaFollette
   Upton Sinclair
   Eugene V. Debs
   Willaim H. Taft
   Booker T. Washington
   William Jennings Bryan
   Joe Cannon
10. List ten of the technologiaal developments or inventions that occurred during the reform era.
11. Identify and state the aims of third parties which emerged during the reform era.
12. List regulatory legislation which resulted from the reform movement.
13. List and explain the weaknesses of the progressive movement.
14. List steps taken by farmers as a result of their blaming the railroads (the middlemen) for their economic plight.
15. List the methods used by Labor and those used by management to accomplish their objectives.
16. Explain the attitude of America toward immigrants.
17. Explain how the activities of Women of the reform era provided the roots for today's feminist movement.
18. Explain the conservation efforts to Teddy Roosevelt and relate them to the ecological problems of today.

SUGGESTED ACTIVITIES (CONTINUED)

5. List reforms that you see as being important today.
6. Discuss the abuses of American society and try to analyze how they developed.
7. Formulate hypothesis to explain why black Americans were excluded from reform programs.
8. Have students express their opinion as to whether the graduated income tax is fair.
9. View filmstrips:
   "Age of Teddy Roosevelt"
   "Inventions and Technology that Shaped America."
10. Compare "muckrakers" of the reform era with investigative reporters of today.
11. Compare and contrast the methods employed to discriminate against Blacks today, with their methods used against immigrants around the turn of the century.
12. Have students interview a member of their family or community to discuss problems facing:
    A. The farmer of today.
    B. The laborer of today.
13. Have a student interview a member of the community who particpates in a profit sharing program. Determine if this is a valid way to motivate an employee.
14. Defend or reject the governments right to promote the general welfare of society.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: BECOMING A WORLD POWER

TOPIC: AMERICAN EXPANSION OVERSEAS AND WORLD WAR I

UNIT OBJECTIVES:

1. Perceive that in a world of turmoil and power a nation's survival may sometimes involve her in unwanted but unavoidable circumstances.
2. Envision that the Open Door Policy involved Americans in the troubled affairs of Eastern Asia, and committed the United States to a role of power politics in the Pacific.
3. Realize that driven by complex forces that were reshaping life throughout the world, the United States embarked upon a program of imperialism.
4. Determine that as the United States became a world power, its position brought new problems and responsibilities.

INFUSED COMPONENTS:

CAREERS:

1. Education and related occupations

ECONOMIC CONCEPTS:

1. Growth and stability are common goals of all economic systems.
2. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:

1. Belief that America is a part of an interdependent world community.

COMPETENCIES

1. Explain traditional American foreign policy from 1789 - 1865.
2. Explain how each of the following may have led to American interest overseas:
   - A. European rivalry for empires
   - B. Dollar diplomacy
   - C. Social injustice
   - D. End of the frontier

SUGGESTED ACTIVITIES

1. Utilizing a map, trace the major theaters of war.
2. List the social, political, and economic results of World War I.
3. View films and filmstrips related to World War I.
4. Discuss war as a human issue rather than a political issue.
5. Have students design memorials for those who died in World War I.
6. Write headlines for newspapers for one of the countries involved in the war.

COMPETENCIES (CONTINUED)

3. Explain how the United States used the Monroe Doctrine to justify political and economic domination of Latin America.
4. Explain Roosevelt's Corollary.
5. Discuss the role of American troops in helping win the war.
6. Explain how each of the following may have led to World War I:
    A. Imperalism
        1. Economic
        2. Territorial
    B. Militarism
    C. Totalitarianism
    D. Nationalism
7. List America's first colonial acquisitions.
8. Define yellow journalism.
9. Identify:
    Venezuela Boundary Dispute
    Venezuela Debt Dispute
    Dominican Debt Default
10. Define the "Open Door" policy in China.
11. List the specific events and circumstances that drew America into World War I.
12. Explain how Woodrow Wilson's Fourteen Points reflected American idealism.

SUGGESTED ACTIVITIES (CONTINUED)

7. Have students to imagine that they are reporters. Write news stories of some of the events.
8. Have students to interpret and explain pictures without captions that relate to the unit.
9. Examine Teddy Roosevelt's "Big Stick" Policy and determine if it would be valid today.
10. Have students report on the geography, religion, language, raw materials, economic base, climate, and natural features.
11. Compare yellow journalism with journalist practices of today. Have students bring to class reports of what they consider slanted news.
12. Have students determine if the United States is involved overseas today for the same reasons as they were during the early 1900's.
13. Is their a contradiction in America's Open Door Policy when compared with the Monroe Doctrine?
14. Show 16 mm Film "The Background of World War I" and "The World Turned Upside Down." (Media Center)
15. Show filmstrip "American Foreign Policy, How It Works." "Imperialism" and "Woodrow Wilson-Idealism in America." (Media Center)
16. Show filmstrip "The Age of Teddy Roosevelt."

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: THE GOLDEN TWENTIES

TOPIC: FROM PROSPERITY TO ECONOMIC COLLAPSE

UNIT OBJECTIVES:

1. Perceive that after World War I most Americans enjoyed a decade of enormous prosperity. Although a few warning voices called attention to difficulties faced by large numbers of Americans and weaknesses of the economic system, most Americans believed that prosperity was here to stay.
2. Realize that the shock and disillusionment that swept across the United States in the opening months and years of the 1930's was not confined to domestic affairs. Both at home and abroad Americans were confronted with the most serious problems they had ever faced.
3. Know that the forces that gave new direction to many Americans in the 1920's were deeply rooted in American history.
4. Realize that the late twenties faith and good will was confronted by intense international rivalry and a growing feeling of suspicion and distrust.

INFUSED COMPONENTS:

CAREERS:

1. Clerical occupations
2. Scientific and technical occupations

ECONOMIC CONCEPTS:

1. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
2. Growth and stability are common goals of all economic systems.
3. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

VALUES:

1. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
2. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Discuss briefly the following changes in the American way of life in the 1920's:
   A. Farm
   B. Town and city

SUGGESTED ACTIVITIES

1. Compare the popular songs of the 20's with those of today. How are they alike? How does the music reflect the times?
2. Interview members of your family

COMPETENCIES (CONTINUED)

   C. Working conditions
   D. Negro advances
   E. Education and literature
   F. Women
2. Define prohibition.
3. Determine conditions which produced the Red Scare.
4. Discuss scandals during Harding's Administration.
5. Cite examples of how the United States worked with other nations to preserve peace and prevent war.
6. Define Depression.
7. Identify factors considered to be causes of the Great Depression.
8. Define Business Cycle. Illustrate how America went through each stage in the "Boom and Bust" of the Twenties.
9. How did "laize faire" apply to Hoover's attitude toward economic crisis.
10. Describe the condition which produced the "new" Ku Klux Klan.

SUGGESTED ACTIVITIES (CONTINUED)

and other knowledgeable persons in order to obtain a first-hand account of life during the depression.

3. Illustrate cartoons depicting the general mood of Americans in the 1920's.
4. Ask students to imagine that they are to select the Nobel Peace Prize winner for 1919. Have them list nominees and to cite reasons for their final settlement.
5. Have students write a letter to a friend in which they describe the effect the depression had on their family.
6. Have students account for the fact that a person is never secure in a job position, cite evidence from the depression period.
7. Have students interview a person in his chosen field. Obtain information as to why the person chose the job. What are the good aspects of the career? What are some of the difficulties and disadvantages of the job? What skills are needed for the job, educational requirements, advancements. What are the possibilities of the job disappearing within the next 30 years?
8. Interview members of family or community concerning life during the depression (see Hard Times-An Oral Interpretation of the Great Depression by Studs Terkel.
9. Students write imaginary letters to their senators concerning any one of the disarmament conferences. Include student opinion and ideas for change.
10. Have students role-play different factions of our society and their attitudes toward life in the twenties.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: THE NEW DEAL

TOPIC: UNDERTAKING A GREAT EXPERIMENT

UNIT OBJECTIVES:

1. Show why geographic forces enhanced direct application of many New Deal Programs.
2. Realize that although the New Deal was designed to benefit Americans, many critics believed that it undermined the Constitution of the United States and the American way of life.

INFUSED COMPONENTS:

CAREERS:

1. Office occupations
2. Scientific and technical occupations

ECONOMIC CONCEPTS:

1. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
2. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:

1. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
2. Belief that all persons should have maximum feedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
3. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
4. Belief that Americans should work to achieve a world in which justice and peace are assured to all mankind.

COMPETENCIES

1. Cite reasons for Franklin D. Roosevelt's landslide victory.
2. Describe the emergency relief measures passed during the One Hundred days.
3. Discuss Franklin D. Roosevelt's conflict with the Supreme Court.

SUGGESTED ACTIVITIES

1. Present a report to the class on the songs and movies that were popular during The Depression.
2. Follow-up earlier interviews by asking members of your family or community for first-hand accounts of life during the New Deal.

COMPETENCIES (CONTINUED)

4. Explain how the New Deal altered the American Governments' attitude toward intervention in the economy of the United States.
5. Explain how the New Deal relief measures have become ingrained into our society and become a part of our economic system.
6. Classify New Deal legislation under one of the following headings:
   Relief
   Reform
   Recovery
7. List significant achievements in foreign affairs during the period of the New Deal.
8. Explain how Franklin D. Roosevelt was able to instill confidence in The American people before and during the New Deal.
9. Have student conversant with the following personalities and events which occurred during the 1930's but are not specifically related to the all prevading issues of the New Deal:
   A. Scottsboro Case
   B. Good Neighbor Policy
   C. Huey P. Long
   D. Francis Townsend
   E. James Laughlin
   F. Jesse Owens
   G. Joe Lewis
   H. War of the Worlds
   I. Chicago Worlds Fair

SUGGESTED ACTIVITIES (CONTINUED)

3. Identify the critics and supporters of the New Deal.
4. Explain what is meant by national debt.
5. Debate: Resolved that the National Recovery Program of 1933 was an experiment in state socialism.
6. Make a survey of the chief unions in our community. How many are organized on a craft basis? On an industrial basis? Are they affiliated with the AFL-CIO?
7. Make oral reports on topics related to the unit.
8. Conduct a panel discussion, role play a city worker, a housewife, a railroad executive, a banker, and a manufacturer. Discuss the farm problems of the 1930's.
9. Invite a speaker from the local Social Security Office to address the class on some aspect of Social Security.
10. View the film, "The United States in the Twentieth Century."
11. View the film, "New Deal."
12. Have students debate: "The formula for farm recovery did or did not support the system of capitalism?"
13. Draw cartoons illustrating support and opposition for the New Deal.
14. Have interested students research and report to the class on the "Scottsboro Boys"
15. Have a stockbroker report to the class on the workings of the stock market.
16. View E.T.V. Film "The Depression"
17. View Filmstrip "Franklin Delano Roosevelt. The Years that Changed America."

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: WORLD WAR II AND COLD WAR

TOPIC: WORLD WAR II

UNIT OBJECTIVES:

1. Realize that American efforts to remain neutral in the face of totalitarian philosophies presented a threat to America and the free world.
2. Understand that World War II was a total war, affecting every part of American life.
3. Understand the cost of the war in men, material, and money.
4. Know the technological advances that resulted from World War II.
5. Understand how international politics shaped the post war world and led to the Cold War.
6. Understand the geographical significance of major allied offensives in World War II.

INFUSED COMPONENTS:

CAREERS:

1. Military Service
2. Scientific and technical occupations
3. Office occupations

ECONOMIC CONCEPTS:

1. Cooperation between countries is necessary for the procurement and allocation of natural resources and for the existence of markets.
2. War results in the reallocation of natural resources and the end of a major war results in economic turmoil as a nation changes to a peacetime economy.

VALUES:

1. Belief that all persons should possess equal rights which are accompanied by certain responsibilities and obligations.
2. Belief that Americans should work to achieve a world in which justice and peace are the goals of all men.

COMPETENCIES

1. Cite examples of Axis aggression.
2. Describe America's increasing involvement in World War II despite its efforts to remain neutral.
3. List Axis and Allied powers.

SUGGESTED ACTIVITIES

1. Present a report to class on songs and movies during World War II.
2. Have students conduct interviews with community members for first hand accounts of life at home and in the military during World War II.

COMPETENCIES (CONTINUED)

4. Describe the attack on Pearl Harbor.
5. Cite statistical evidence of the cost of World War II.
6. Describe the unique roles of Women and Blacks in World War II.
7. Identify the major American personalities of World War II.
8. On a map of Europe explain the changes after World War II.
9. Compare and contrast America's and Totalitarian nations efforts to remain neutral in World War II.

SUGGESTED ACTIVITIES (CONTINUED)

3. Make chart showing social, political and economic results of World War II.
4. Have students do biographical sketches of major Allied and Axis leaders.
5. Take a field trip to Auschwitz.
6. Describe both the immediate and long-range economic results of World War II.
7. View film, "The United States in the Twentieth Century."
8. Show the videotape "Truman and the Cold War" State Dept. of Education.
9. "The Truman Years : The Atomic Bomb" "The Truman Years: The Cold War" "The Truman Years: The uses of Power" - Films
   Filmstrip "Hiroshima" with record view 16mm film "The Twisted Cross" - #MP2E31 and MP2E32 - Parts I and II Central Office Media Center
   16mm "Remember Pearl Harbour" #MP5B15
   View ETV Film Series "The World at War" - Media Center
10. View ETV Video Film. "Truman at Potsdam"
11. Draw a cartoon or Poster on the following topic:
    Why the Atlantic Charter stresses economic as well as political war aims.
12. Describe both the immediate and long range economic results of World War II.
13. Show the "Rise and Fall of Adolph Hitler"

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: WORLD WAR II AND THE COLD WAR

TOPIC: COLD WAR

UNIT OBJECTIVES:

1. Realize that after World War II the United States was faced with serious political, social, and economic problems.
2. Realize the United States had no choice but to except world leadership after World War II.
3. Understand the commitments the United States had to make in its efforts to control communism.
4. The years immediately following World War II saw mounting tension between the United States and the Soviet Union and a series of crisis between their ideologies.
5. Technological developments in the Arms Race created a climate of terror during the post-war years.

INFUSED COMPONENTS:

CAREERS:

1. Government service.
2. Scientific and technical occupations.
3. Careers in Atomic Energy.
4. Careers in Computers and related occupations.

ECONOMIC CONCEPTS:

1. The concept of free world leadership imposed economic burdens on the United States economy, while at the same time stimulating our economy.

VALUES:

1. Belief that America is part of an interdependent world.
2. Understanding that military action should only be used as a last alternative, but must be used if our nation or our nations principles are threatened.

COMPETENCIES

1. Define Cold War.
2. Define Containment Theory.
3. Describe the organization and development of the United Nations.
4. Explain the Truman Doctrine.
5. Define the "Fair Deal."

SUGGESTED ACTIVITIES

1. Show videotape - Truman and The Cold War.
2. Construct line and block chart of the United Nations organization.
3. Make a chart listing of each President, Vice-President, and Secretary of State since Truman.

COMPETENCIES (CONTINUED)

6. List the major provisions of the "G. I. Bill of Rights" and how each affected our economy.
7. Define McCarthyism.
8. Cite the technological events that created a climate of terror after World War II.
9. Define Iron Curtain and sphere of influence.
10. Discuss the Korean War and why we were involved.
11. Examine the Cuban Missile Crisis.
12. Understand United States involvement in Southeast Asia.
13. Define Detente.
14. List and give the objectives of the major meetings between the Soviet Union and the United States since 1945.
15. Describe areas of cooperation and agreement between the United States and the Soviet Union since 1945.
16. Discuss the Arms Race and consequent SALT Talks.
17. Demonstrate a knowledge of The Iron Curtain and its ramifications upon Americans' ideals during the Cold War and the creation of Treaty organizations to contain communism.

SUGGESTED ACTIVITIES (CONTINUED)

4. Attempt to determine future of United States foreign policy by listing all nations as either Communist, Pro-West, or nonaligned.
5. List the major confrontations between the free and communist worlds and determine who was the winner.
6. View ETV Film - "The Korean War" - The Truman Years."
7. Draw and color in a map showing free and communist nations and then line in and identify the Treaty organizations.
8. Show film (silent) Part IV "Cold War and Atomic Build Up."
9. Show Film "Detente with ?" MP 5C2
10. List the nations composing the UN in 1946 and those composing it today, and identify each nation as communist, free, or neutral (Third World).
11. Identify member nations to Postwar Treaty Organizations.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: MODERN AMERICA

TOPIC: CIVIL RIGHTS

UNIT OBJECTIVES:

1. Recognize that discrimination against certain groups may take many forms (occupational, economic, legal, political, and social)
2. Recognize that the Black Civil Rights Movement provided the impetus for the demand for Civil Rights by other minority Americans.
3. Realize that government is the major institution of social control.

INFUSED COMPONENTS:

CAREERS:

1. Social Services
2. Law
3. Law Enforcement

ECONOMIC CONCEPTS:

1. The quantity and quality of population directly affects population.
2. Each of the factors of production expects to receive compensation for its contribution to the process of production.
3. Government policies may promote or impede economic growth.
4. Economic deprivation among a large minority group has repercussions throughout our society.

VALUES:

1. Americans should strive for a true equal opportunity for all our citizens.

COMPETENCIES

1. Compare Plessey Vs. Ferguson with Brown Vs. Board of Education of Topeka.
2. Cite examples of ghetto violence of 1960's.
3. Discuss bus boycott organized by Dr. M.L. King.
4. List major civil rights legislation and the objectives of each.
5. List major civil rights organizations and leaders.
6. Define Chicano.
7. Define Feminist.
8. Define Reverse Discrimination.

SUGGESTED ACTIVITIES

1. Construct a list of notable civil rights leaders and organizations.
2. Collect and display examples of stereotypes.
3. Complete short biographical sketches of major civil rights leaders.
4. Examine provisions of the proposed equal rights ammendment.
5. Construct a time line covering major events in civil rights from colonial America to today.

SUBJECT: AMERICAN HISTORY GRADE: 11

UNIT: MODERN AMERICA

TOPIC: SPACE

UNIT OBJECTIVES:
1. Recognize that space, as a frontier, is a logical challenge in man's constant effort to find knowledge.
2. Adaptations of space related technology affect our everyday life.

INFUSED COMPONENTS:

CAREERS:
1. Technology
2. Computers
3. Science

ECONOMIC CONCEPTS:
1. The resources on the planet earth, to include space, are limited, while our potential to grow is unlimited.

VALUES:
1. Belief that man should make intelligent use of forces and resources of nature.

COMPETENCIES

1. List the major United States space programs and their results.
2. Define "space race."
3. List the major personalities in the United States space program.
4. Describe efforts by the United States and the Soviet Union to cooperate in the exploration of space.

SUGGESTED ACTIVITIES

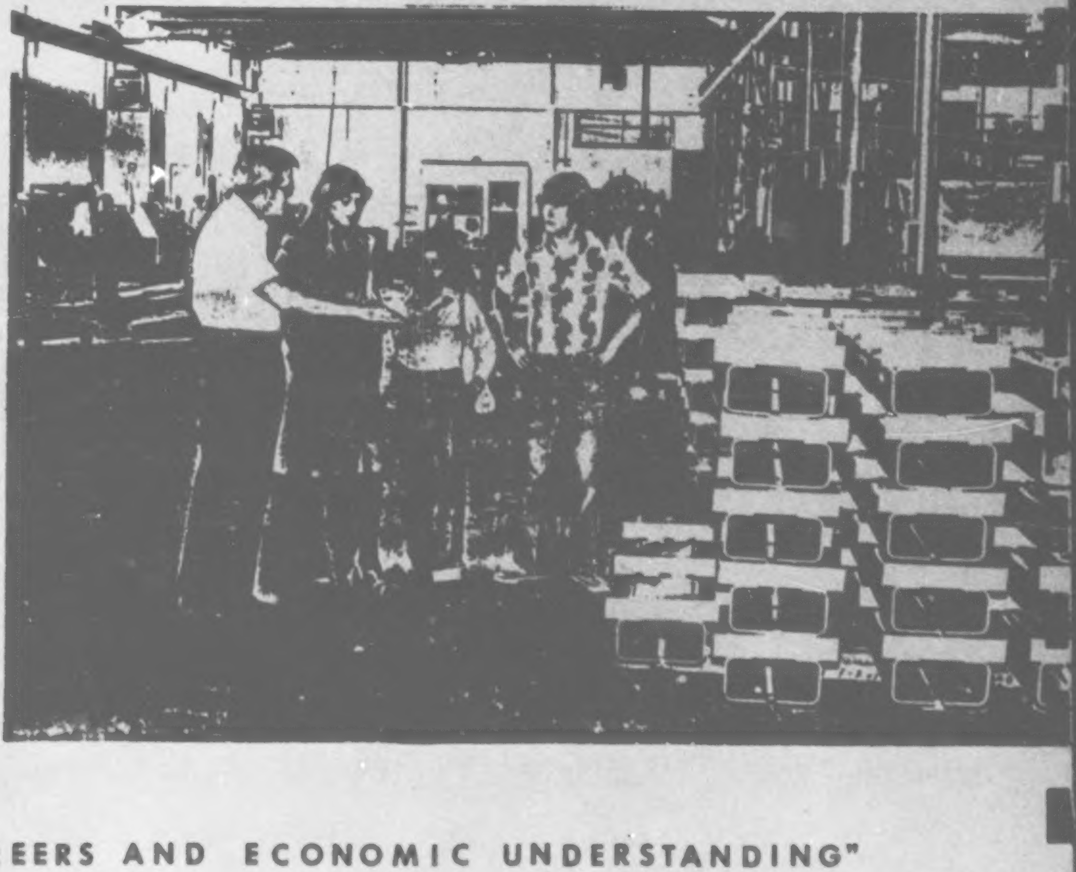
1. Make a chart listing:
    A. Each space program.
    B. Objectives.
    C. Astronauts (if applicable)
    D. Dates
    E. Results
2. Show space related 16mm films and filmstrips located at Social Studies Resource Room and Media Center

SOCIAL SCIENCE XI

PROJECT "BUSINESS"

from this ←

to this ↓



"CAREERS AND ECONOMIC UNDERSTANDING"

INTRODUCTION TO PROJECT "BUSINESS"

The economic system of the United States is a highly complex and difficult subject to teach young people, yet it is imperative that citizens have a workable knowledge of this vital aspect of our culture.

In general, while other economic systems have proven themselves to be less efficient and productive than our own, yet many people in our own society criticize the free enterprise system as being immoral an unjust in its distribution of wealth.

It is our philosophy that the American economic system provides the greatest release of creativity, individual freedoms, and distribution of wealth of any system now existing on this planet. It is more humane and provides greater opportunity for development of the virtues of charity, honesty, and work than other economic systems.

Project "BUSINESS" is a program designed to give students an economic experience on-site within business organizations utilizing the expertise of these businesses for instructional resources. In addition to economic understanding, the students are rotated between four places of business where they are exposed to the career choices available within the community. They learn first-hand the economics of their sponsoring organization and the benefits derived by the free enterprise system; and discover the skills and academic requirements for various jobs.

Of equal benefit to the students, they are placed on-site within the adult community while in their junior year of high school and learn to relate to adults prior to graduation while time is still left in their academic studies to prepare for life beyond the school environment. They meet important people in the business world and demonstrate to adults the responsibilities they have assumed in meeting acceptable standards of good citizenship and industry.

The pilot phase of this program revealed that young people appreciate the opportunity for the expression of their maturity, enjoyed the experience fully, made academic achievement above students in traditional economic classrooms, and identified with the program as their own. They related positively to their sponsors and their business organization, and gained a feeling of unity with the community in which they live.

This program, after one semester of piloting, was selected by the United State Chamber of Commerce, U.S. Office of Education, and the Department of Health,Education, and Welfare, as "one of the best of the best" programs for presentation to the largest career education conferences held in the United States in Houston, Texas in 1976.

Developed by businessmen in Meridian, Mississippi, economic teachers at Meridian High School, and the director of the Teacher's Center for Social Studies Education, it provides a realistic and practical approach to teaching economic understanding and career education in the social studies.

Project Business

"Businessmen United With Schools in New Economics For Social Studies"

Introduction

MERIDIAN INDU

Meridian High School students gain a first hand knowledge of the "Free Enterprise System" in operation in the Meridian Area.

Businessmen and women have opened the doors of their business establishments as learning sites to students, and have taught vital economic concepts to students using gifted personnel as "Resource Persons".

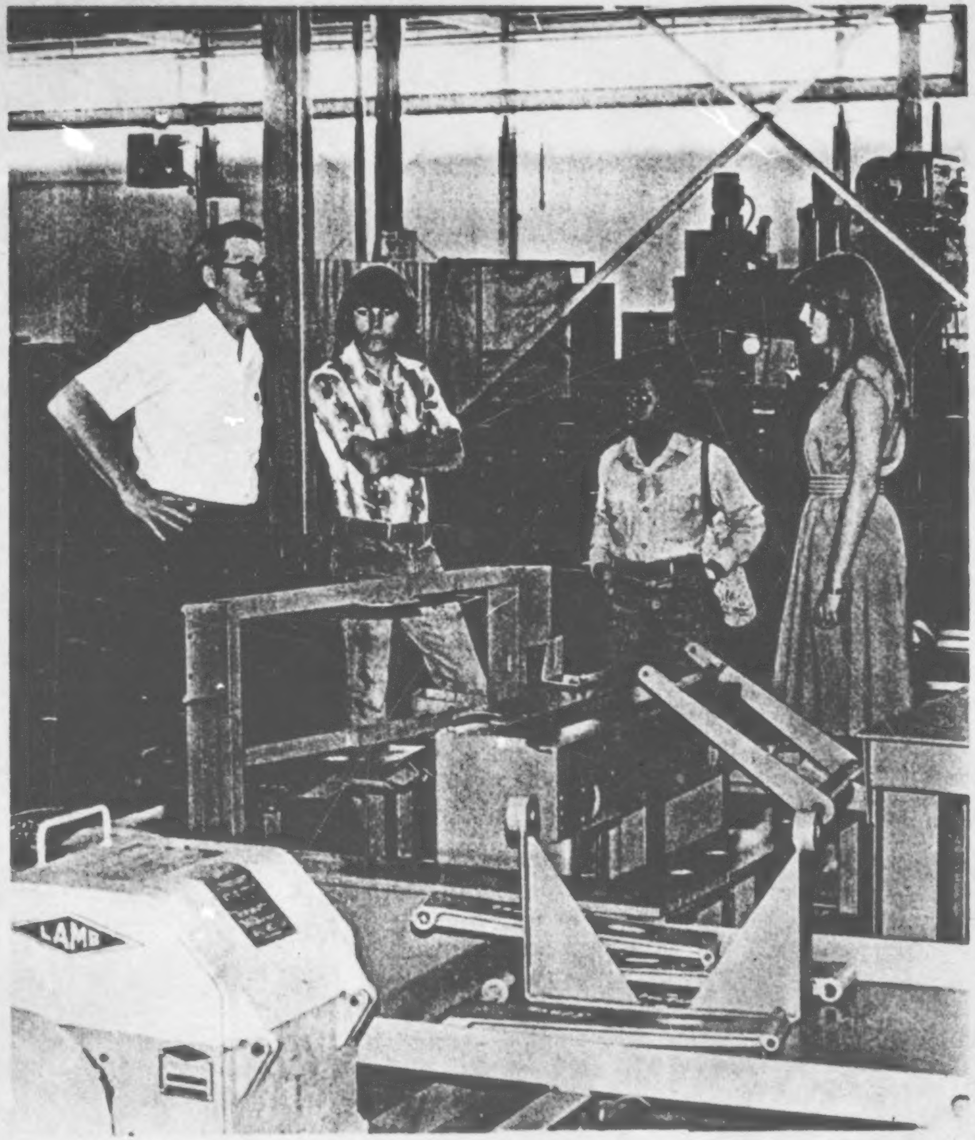
The project "Businessmen United With Schools in New Economics for Social Studies" is a joint effort of local businessmen and the Public Schools to bridge the gap between the school and community in teaching our free enterprise system to students through a social studies laboratory within local business plants and firms.

Many businessmen have expressed a need for a community-oriented curriculum that would teach basic economic concepts and skills to young people preparing for work and which would develop positive attitudes toward productivity and quality craftsmenship and service.

Parents and educators share this concern. The education establishment is especially aware that much is learned by doing and experiencing actual work situations and economic problems, much more than could be learned in the semi-sheltered atmosphere of the traditional economics classroom.

The economic system of the United States is in jeopardy when the overwhelming majority of the voting population have no knowledge of, nor commitment to, the nation's economic system. The day has long passed when young people spent part of their day in school and the rest working on the farm or in employment.

It is our challenge to restore this commitment and to advance the knowledge of young people in the economics of free enterprise. This we can do through the cooperative spirit of business, education, and parents working together.



Plant Departments & Jobs

Assisted by the sponsoring organizations, students have first hand observation of plant departments and types of work performed. They learn what skills and academic preparation are necessary to hold specific types of jobs in industry.

Students learn what monetary rewards are associated with various careers and study the cost of plant operation. This enables them to see the need for profits by industries necessary to employ people with specialized skills and abilities, cover the cost of production, and expand existing facilities.

Within the departments, students gain an understanding of the relationships between managers and employees, and the different perspective of each department member, which is determined by their different roles, statuses, and company objectives.

Finance

Students gain economic understanding through studying the company's finances. They learn that industries must accumulate needed capital through profits, loans, or by selling stocks and bonds. They discover the costs to businesses in corporate and property taxes, social security contributions, workmen's compensation, insurance, and fringe benefits.

Labor

Assisted by the sponsoring organization's labor representative, students are introduced to union benefits, labor-management relationships, and the advantages or disadvantages of open and closed shops. As future workers, they will profit by an overall understanding of labor and management problems and objectives.

Rationale

Parents, businessmen, educators, public officials, labor leaders, and other lay people are becoming acutely aware of the need for greater economic understanding by today's youth. The American economic system is highly complex, dynamic, and interrelated to all aspects of the culture. Therefore, a joint effort of all our institutions is needed to educate our youth to their cultural heritage in a capitalistic and democratic society.

Laboratory In Economics

The Meridian Public School District has agreed with business sponsors to the placement of students in business sites on a non-paid voluntary basis. Personnel in the business organizations will guide students in experiences designed to improve their understanding of economics.

Upon the successful completion of one semester of studies in job-sites, students will receive one-half units of credit toward fulfilling graduation requirements.

The sponsors are not asked to hire or pay the students, but rather to provide them with basic experiences in their business or organization as it represents a mini-economic community.

Learning Objectives

Students shall:

- develop healthy mature attitudes toward our free enterprise system.
- gain knowledge of the sponsor's organization, personnel, and history.
- understand the roles and functions of management
- study the organizations' contributions in taxes, compensations, social security, and employee benefits, etc.
- observe career choices and study requisite academic and manual skills.
- study cost of production from raw materials to finished products.
- gain knowledge of the necessity of profits.
- understand the interrelationship of mutual business enterprises.
- examine all aspects of organized labor where applicable.
- study the effects of state and federal regulations of industry from a business standpoint.

Management

High school students gain an extensive and personal knowledge about business management. Sponsors share with the students problems and decision-making policies required of managers in the process of operating a business enterprise.

The students have the opportunity to assess career choices in management and gain an understanding of the importance of the managerial role. They observe management in action as managers make vital decisions affecting the objectives of the sponsoring organization.

Managers assign decision-making mock or real situations for students to solve. For students this creates empathy and understanding of the importance of decision-makers and gives students experience in life skills which will transfer to other decision-making situations.

Evaluation: Learning Outcomes

The Students Should:

- gain a better attitude toward work, the profit motive, and contribution of the organization toward the community, and make more valid career choices
- take a personal interest in the sponsor's activities
- gain an overall understanding of productive processes
- understand the cost of benefits paid to employees by the company and understand the sponsor's contribution to fringe benefits and unemployment compensation.

Curriculum & Instruction

The above learning objectives form the basis of the curriculum. Since each organization is uniquely different from the others, the curriculum has to be flexible.

Prior to the assignment of students, the economic teachers who supervise the students will give each sponsor a check-list of concepts and skills the sponsor will structure for the student's learning activities. The sponsor and teacher-advisor will jointly set up the student's program for that organization based upon the sponsor's capabilities and offerings. The teacher-advisor will be especially interested in all ideas and suggestions the sponsor has to offer, and the curriculum will reflect the sponsor's business expertise.

The teacher-advisor will visit the student and sponsor on a regular schedule to observe the student and take suggestions from the sponsor. Every other Friday, he will bring all the students in the program back into the classroom for debriefing seminars. These seminars will be used to share ideas, examine learning progress, and for evaluation of the students. The sponsor will give feedback to the teacher-advisor for evaluation orally and through the use of a checklist of items needed for evaluation and assignment of grades.

Selection Of The Students

The students in this program will be screened carefully to assure the sponsor they will be responsible young people willing and able to profit from their instruction.

A sponsor is not limited to the number of students sponsored. If the sponsor feels that it is as easy to take a small group through the learning process as it would be for a single student, then we encourage them to do so. However, many businessmen are too busy to sponsor any, while others only one or two. The Public Schools realize this, and express their appreciation for any help the business community can give.

ESEA Title III — Teachers' Center
for Social Studies Education
DIRECTOR: Stan Phillips
Meridian Public Schools
P. O. Box 31
Meridian, MS 39301

SPONSORS SECTION

INTRODUCTION

Many citizens today sense a need to better instruct youth in the basic principles of the free enterprise system, and find some way to instill a better work ethic in young employees.

Various organizations have pressured schools and state legislatures to mandate courses to teach "economics", "free enterprise", or the "American mixed economy". Foremost among these groups is the Joint Council on Economic Education and state affiliated councils. As a result, some thirty-nine states, including Mississippi, have recently passed economic education laws.

Dr. James Hartgraves, Associate Deputy Superintendent of the Arizona Department of Education, is quoted in Industry Week (March 1, 1976, page 11) as having said, "There is no question about the need for teaching free enterprise. It's the technique that we question."

Project Business is an innovative technique. This technique was developed in a natural response to the felt needs of educators and local business leaders in Meridian, Mississippi, to provide economic understanding experiences for our young people.

Unlike most economic courses, Project Business was not the result of pressure groups or a state mandate. It resulted from a concern by economic educators that traditional methods of teaching failed to meet the objectives of our economic course requirements, and a quick cooperating response from Meridian community leaders.

PROGRAM

Briefly, Project Business is an economic program conducted outside the school plant in site-locations provided by business, industrial, and manufacturing organizations, whereby applied economic principles are taught by successful experts in the dynamic world of business.

The students are introduced to the basic economic principles in the first week of orientation sessions prior to placement in the sponsoring organizations. Every two weeks, they return to the seminar for follow-up activities reinforcing these principles or concepts with information gleaned from their on-site visitations. Culminating activities the last week of the semester reinforce the economic concepts and evaluate both the students' achievement and the program's effectiveness.

Printed below are the specific economic principles emphasized by the seminar conductors. These have been identified necessary for students to successfully engage in the senior social studies course on Comparative Economic Systems.

BASIC ECONOMIC CONCEPTS

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. In order to satisfy human wants for goods and services, productive resources (natural, capital, and human,) must be used in some workable combination.
4. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternatives uses of productive resources.
5. The quantity and quality of population directly affects production.
6. Each of the factors of production expects to receive compensation for its contribution to the process of production.
7. The method of organizing productive resources determines a society's economic system.
8. Growth and stability are common goals of all economic systems.

9. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
10. The policies of governmental units may promote or impede economic growth and stability.
11. Human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

CAREER EXPLORATION

A natural consequence of this type of program is career exploration experiences. A student can conceivably study "career education" without gaining economic understanding of our free enterprise system. However, in this program both types of education are integral components. A student placed on-site in a business or industrial organization will be exposed to the various careers available in the company.

Students will be rotated each four or eight weeks to different types of business or industrial organizations to give them a wide variety of career options. Sponsoring organizations can supply the student with information on work attitudes, requisite skills, job descriptions, and types of jobs utilized by the companies.

The seminar activities will draw upon professional resource people from the community who will further expose students to work attitudes and career alternatives while making their presentations on the various basic economic concepts.

DEMOCRATIC VALUES

The social studies of the Meridian Public Schools are actively engaged in the promotion of democratic values of our capitalistic system. Of eighteen core values of our democratic society, the following are directly or indirectly associated with Project BUSINESS.

1. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
2. Belief that a free economic competition, consistent with the general welfare, is desirable; that the government has the obligation to stabilize economic growth and reduce gross economic inequalities.
3. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.
4. Belief that America is a part of an interdependent world community.
5. Belief that Americans should have a reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.
6. Belief that man should make intelligent use of forces and resources of nature.
7. Belief that work is wholesome and rewarding, and that every citizen should contribute according to her/his ability to the process of production.

STATISTICAL FINDINGS

The pilot phase of Project Business was conducted in the spring semester of 1976. Twenty-five (25) volunteer students composing the Experimental Group were assigned to sponsoring business and industrial enterprises in Meridian, Mississippi. These students were taught various aspects of the free enterprise system on-site in business establishments. Career exploration formed a significant part of the program in all sites.

A Control Group was formed for the purpose of evaluating the program's effectiveness in teaching economic understanding. This group was composed of twenty-five (25) students receiving no economic instruction in the classroom.

At the beginning of the study, both groups were administered the Test of Economic Understanding developed by the Joint Council on Economic Education. After one semester of on-site instruction in businesses as mini-economic communities, both groups were retested with the same instrument and comparisons were made.

Using the services of the Trammel Computer Service at Mississippi State University, an analysis of covariance was run on the achievement scores of the Test of Economic Understanding. Table I demonstrates that Project Business (Experimental Group) did significantly better than students comprising the Control Group.

Table I

Comparison of Adjusted Posttest Means for Project Business Study

Criteria	Adjusted Experimental Mean	Adjusted Control Mean	F Ratio
Test of Economic Understanding	22.94	20.10	6.04 *

F $\geq$ 4.04 Significance at .05 level (df=1 and 47)
* F $\geq$ 7.19 Significance at .01 level

(Note: In educational research, significance at the .05 level means there are five chances out of one hundred that the experimental mean score could have resulted from any other variable than that of the program. The .01 level is one chance out of one hundred.)

Some of the students enrolled in Project Business were also enrolled in a larger study being conducted on eighteen democratic values being incorporated into the social studies, grades seven through twelve, in the Meridian Public Schools.

In 1975, the value on the free enterprise system ranked eighteenth out of the eighteen values being measured. An interesting aspect of this study in 1976 was that the value measure on free enterprise moved up into seventh place on the rank of value measures.

While this value did not reach a level of significance, the influence of Project Business seems to account for this increase. Table II demonstrates this increase from .18 in 1975 to 1.38 in 1976. In this research, fifty (50) students comprised the Experimental Group and fifty (50) comprised the Control Group.

Table II

Comparison of Selected Value Measure for 1974-1975 with 1975-1976

	1974-1975			1975-1976		
Criteria	Exp. Mean	Control Mean	F	Exp. Mean	Control Mean	F
Free Enterprise	41.69	41.06	.18	40.12	38.88	1.38

F $\geq$ 3.93 Significance at .05 level (df= 1 and 99)

The level of significance reached in this study was .017. It attained the .02 level but did not reach the .01 level. The level of signifcance acceptable in educational research is the .05 level, which was exceeded by the achievement scores for this study.

SEMINARS

Project BUSINESS seminars are a vital part of the program. These are designed to reinforce the economic concepts and democratic values identified by economic teachers as necessary information for the senior social studies program on Comparative Economic Systems.

Sponsoring organizations are encouraged to emphasize the various concepts and values which apply to their daily operations in the free enterprise system. The dates of the seminars and the activities are listed below for your information. This will enable you to know what the students will be doing in the classroom at the Meridian High School.

First Week's Orientation: (August 30 - Sept. 3 January 17- Jan. 20)		Students will become familiar with the organization, expectations, requirements, and evaluation of the project. Project Business students and a like number of non-participating students will be given a test of economic understanding and a values questionnaire. Finally, students will be introducted to the list of basic economic concepts and informed of their business placement.
Seminar 1. (Sept.17 and Feb. 4)	Concept :	Individuals make economic decisions on the basis of values and goals.
	Activities:	Invite an insurance agent, real estate agent, or automobile salesman to discuss possible reasons for purchases that people make.
Seminar 2. (Oct. 8, and Feb. 18)	Concept:	Individuals have unlimited wants for goods and services, but they possess limited resources with which to satisfy those wants.
	Activities:	Invite a financial planning expert to discuss ways in which people attempt to gain the highest satisfaction from their material wealth.

Seminar 3. (Oct. 22 and March 4)	Concept:	In order to satisfy human wants for goods for goods and services, productive resources (natural,capital,and human) must be used in some workable combination.
	Activities:	A local manufacturer who uses locally available natural resources will discuss the process of organizing production.
Seminar 4. (Nov.5 and March 25)	Concept:	All societies have organized methods for allocating productive resources.
	Activities:	Representative from a local finance institution will be invited to discuss competition for capital in our modified market economy.
Seminar 5. (Nov. 19 and April 8)	Concept:	Each of the factors of production expects to receive compensation for its contribution to the process of production.
	Activities:	A local businessman or labor leader will discuss the establishment of value for labor, natural resources, or capital.
Seminar 6. (Dec. 3, and April 22)	Concept:	Growth and stability are common goals of all economic systems.
	Activities:	Have a representative of finance discuss the role of the Federal Reserve System in the promotion of economic growth and stability.
Seminar 7. (Dec. 17, and May 6)	Concept:	The policies of governmental units may promote or impede economic growth and stability.
	Activities:	A local manufacturer will discuss the role of local, state, and federal government in the negotiation of international sales agreements.
EVALUATION (Jan. 10 - 14,and May 23 - 27)		Administer the Test of Economic Understanding and Democratic Value Questionnaire. Evaluate students, discuss the programs'-strength and weakness.Post grades.

SAMPLES

of

BUSINESS' SCHEDULES

of

STUDENTS

MERIDIAN MACHINE WORKS, INC.
PROJECT: BUSINESS
January 26 - May 12, 1976

PROJECT: BUSINESS

I. Orientation
- A. What will be discussed during the semester?
- B. What is a Manufacturing Plant?
    - 1. Why are we here?
        - a. Create new jobs, Important to YOU.
        - b. Make a return on investments.
    - 2. Where are we going?
        - a. Short Term (Under 5 Years).
        - b. Long Term (Over 5 Years).
    - 3. How will we get there?
        - a. Top efficiency from all personnel (Hours Pay For Hours Work).
        - b. Getting the customer what he wants, when he wants it, at a competitive price.
        - c. Reinvesting profits into new facilities and equipment.
        - d. Giving Entrepreneurs reasonable return on their investments.
    - 4. What are profits?
        - a. Average manufacturer makes 5% or less.
        - b. Employee benefits, social programs, taxes, new facilities and new equipment must be paid for out of profits.
        - c. Profits must be made to stay in business.

II. Economics for young Americans (film strips furnished by the Chamber of Commerce of the United States). These films are high school level oriented so that students may relate.
- A. Profits at work
- B. Money Matters
- C. Business means Business About Ecology.
- D. The Promise of Productivity

III. Who is the Government?
- A. Government regulated programs
    - 1. Why are the programs made law.
    - 2. What do the programs cost.
    - 3. Who pays the price, YOU.
- B. Inflation
    - 1. Causes of inflation
    - 2. How inflation affects business
    - 3. Cures for inflation

- C. Recession
  - 1. Causes of recession
  - 2. How recession affects business
  - 3. Cures for recession
- D. How Government and Business Work Together
  - 1. Government requirements of Business
  - 2. Business requirements of Government

IV. Meridian Machine Works Organization

- A. Importance of Good Management - Employee Relations
  - 1. Employee MUST be able to communicate with management
  - 2. Management MUST communicate with employees.
  - 3. Management MUST listen and hear what employees have to say.
- B. Organizational Chart
  - 1. Importance of Chart
    - a. Employee must know who to report to or take orders from
    - b. Department heads must know who is in charge of other departments
    - c. Importance of one man - one boss relationship.
- C. Responsibility of Management Job
  - 1. Every employee is not management material
  - 2. Managers are not selected by seniority only
  - 3. Requirements of a good manager
  - 4. What is a manager's job?

V. Meridian Machine Works Operation by Department

- A. Plant Visit
  - 1. Raw Material Area
    - a. How much to keep on hand
    - b. Cost of certain items
    - c. Start of manufacturing process
  - 2. Fabrication Visit
    - a. Cutting area
    - b. Welding area
  - 3. Machining Visit
    - a. Lathe area
    - b. Boring and drilling area
    - c. Planing area
  - 4. Paint Booth Visit
  - 5. Store Room Visit
    - a. Items we manufacture
    - b. Items we purchase
    - c. Importance of keeping stock inventory controls
    - d. Why buy if we can build?
  - 6. Assembly Visit
    - a. Where parts come from for assembly?
    - b. What triggers assembly to begin assembling a machine.

c. Importance of having job completed to meet customer specified delivery date.

7. Tool Room Visit

a. Cost of required tools

b. Importance of tool inventory control

c. Training employees in proper usage and maintenance of tools to eliminate loss by abuse and breakage.

B. Engineering Department

1. What is an Engineering Department?

a. Engineering drawings

b. Engineering tools

c. Work conditions

d. Problem areas

e. Filing system

2. Job Process

a. Receipt to final assembly

b. Accent points of interest to Engineering, Production and Management

3. How and Why companies utilize Engineering Departments?

C. Production Control Department

1. Production Control Manager

a. How and Where the Production Manager fits into a manufacturing facility.

b. Fundamentals of Production Control

c. Production Scheduler -- important roll he plays in overall plant operations and master scheduling

d. Production Purchaser - Vital link between manufacturing and final billing of machine to customer. Importance of timely purchase of vendor items.

e. Plant Inspector. In process and final inspection.

f. What is Quality Control and why is it necessary?

g. What is Work-In-Process?

h. Basic forms and reports required in Production Control

1. Purchase Orders
2. Progress Reports
3. Vendor item Shortage Report
4. Manufactured parts Shortage Report
5. Weekly Man Hour Report
6. Scheduling - Spread Sheet
7. Monthly Backlog and Shipment Schedule Report

i. How and Why all departments must work as a team to get manufactured machines shipped on time for customer satisfaction and Cash Flow.

- j. Plant Safety Program
  - 1. Operations Safety Committee
  - 2. Plant Safety Meetings
  - 3. Plant Safety Inspections
  - 4. Why a Safety Program?
  - 5. Every employee is responsible for Safety.
  - 6. Importance of Safety Equipment.
  - 7. Occupational Safety and Health Act (OSHA) Requirements - Pros and Cons.

2. Scheduling
   - a. Job Scheduling Process - Orders Entered through job shipment.
   - b. Route Card usage for controlling manufacture of parts and machine operations.
   - c. Progress Reports for percent completion of jobs in process
   - d. Control of job progression thru shop
3. Purchasing
   - a. Purchase from Bills of Material, Material Lists and Requisitions.
   - b. Importance of shopping for cost including freight in and delivery dates.
   - c. Paperwork generated, Requision and Purchase order. Distribution of paperwork.

D. Work For Others (WFO) Department
   1. How a job is received.
   2. How to get credit approval if new customer.
   3. How to estimate a job when required.
   4. How a job is placed into shop work flow.
   5. How to arrange customer delivery.
   6. How to gather paperwork for invoicing customer.

E. Accounting Department
   1. Job Costing
      - a. Importance of costing out a job.
      - b. What paperwork is required to cost out a job.
      - c. Where the paperwork is generated.
      - d. How the information is recorded.
      - e. How the final cost information is recorded in the General Ledger.
      - f. How the Job Cost Records are filed.
   2. Bookkeeping
      - a. Accounts Payable procedure.
      - b. Accounts Receivable procedure.
      - c. Payroll procedure-weekly, monthly, quarterly, and yearly.

d. General and Subsidiary Ledgers - posting and controling.
e. Preparation of Operating Statement.
f. Preparation of Balance Sheet
g. Fiscal year-end work.

3 Controller

a. Inspection of Flow Charts
b. Discussion of Job Descriptions
c. Study of Company Rules, Regulations and Procedures.
   1. Definition of
   2. Difference between
   3. Preparation of each.

d. What is the Accounting Function?
e. Justification of a job.
   1. Cost of a new employee
   2. Justification for adding a new position.
   3. Analysis to determine if requirement is for experienced, high rate or inexperienced, low rate employee.
   4. Determine if cheaper to pay overtime or add new employee.
   5. Decide exactly what qualifications new employee must have.
   6. Take Job Applications - as many as necessary.
      a. Applicant fills out employment application.
      b. Interview each applicant, discussing exact same information with each.
   7. Stop taking applications
   8. Select six most qualified.
   9. Select two most qualified.
   10. Interview again two most qualified, discussing same information with each.
   11. Make selection, notify each of decision.
   12. Set up employment date.
   13. Begin training program on employment date
   14. Follow up on Training Program
   15. Training Program generally requires from six months to year.

f. Employee Benefits
   1. Why give employee benefits?
   2. What size package to offer?
   3. Cost of package.
   4. Paid for by profits
   5. Inform employees of cost of benefits.

g. Union and Non Union Benefits
   1. Open and Closed Shop - Advantages and disadvantages of
   2. Non Union Shop - advantages and disadvantages of

h. Plant Expansion
   1. Cost of expansion
   2. How financed
   3. Cost of financing
   4. Accumulation of needed capital
      a. Sales profit
      b. Investment of accumulated funds
      c. Investment of unused bond funds
   5. Why should we spend money to expand?

i. Importance of doing job right the first time and in the least amount of time.

j. Cost of repairing and reworking errors.

k. Federal, State and Municipality Regulations.
   1. Who pays for any regulation placed upon business - YOU - the consumer.
   2. Discussion of regulations placed upon us.
   3. Advantages and disadvantages of some of the regulations.

l. Skills requirement of Meridian Machine Works.
   1. Job requirements
   2. Average age of employees - under 40
   3. Years of experience - Overall over 300.
   4. High paying jobs are earned through training and experience.

m. Cash Flow
   1. Maintaining control of flow of cash.
   2. Importance of accounts receivable for flow of cash.
   3. Importance of payment date for accounts payable - never pay invoices prior to or after payment date.
   4. Handling of excess funds.

n. Budget
   1. What is a budget.
   2. How a budget is prepared.
   3. Why is a budget necessary.
   4. Who prepares the budget.

o. Large Corporations and Conglomerates
   1. Why we need them
   2. Their economical value
   3. Advantage and disadvantages of them

Fairbanks
Weighing Division
69th Avenue, Industrial Park
Meridian, Ms. 39301
601/483-4311

PROJECT BUSINESS

Two (2) Students - 2:30 - 3:30 available.

ACTIVITIES SCHEDULE

1	Tour	Personnel Manager
2	History of Fairbanks	Plant Manager
3	Budgeting	Plant Manager
4	Responsibility Reports-Expense Statements	Plant Manager
5	Monthly Forecast	Controller/Plant Manager
6	Production Plans	Plant Manager
7	P & L Statement	Controller/Plant Manager
8	Order Processing	Production Control Manager
9	Master Schedule	Production Control Manager
10	Purchasing	Material Manager
11	Engineering	Engineering Manager
12	Inquiries and Quotations	Engineering Manager
13	Production Order Releases	Production Control Manager
14	Industrial Engineering	Manufacturing Engineering Manage
15	IPICS - Computer Production Scheduling	Materials Manager
16	Manufacturing Processes Factory	Factory Manager
17	Manufacturing Processes Fabrication	Factory Manager
18	Quality Control/Warranty	Chief Inspector
19	Employee Handbook, policies and skill requirements	Personnel Manager
20	Capital Expenditures	Manufacturing Engineering Manage
21	Time card reporting and Accounts Payable	Controller
22	Company cost of Social Security, Workmans Compensation, Insurance, etc.	Personnel Manager/Controller
23	Debriefing	All Staff

TO: All participants in project "BUSINESS" FIRST UNITED BANK

FROM: Allan Stewart and Anita Swain

DATE: January 13, 1976

SUBJECT: Project "BUSINESS"

1. The attached schedule is strictly a proposed schedule and may be adjusted to meet the circumstances at the time. Any problems that develope are to be brought to the above individual's attention as soon as possible to enable necessary corrections. Except in cases of emergency, no lectures can be re-scheduled within 24 hours of their due date.

2. If an individual requires more time than scheduled to adequately cover the operations of their department please notify the above named individuals and extra time will be provided as soon as possible.

3. Department heads can substitute personnel for any area under their control. at their own discretion. However, please notify either Allan Stewart or Anita Swain when these changes are made. We may have a need to get in touch with the individual at a later time to clear up any problems the students run into with their project.

4. Your co-operation in this program is appreciated. Any assistance we can provide is always offered.

5. Project BUSINESS stands for Businessmen United with Schools In New Economics for Social Studies - in case you were interested.

Proposed Schedule for Project: "Business"

Jan.	19	Introduction	A. Stewart
	20	Business Development - overview	J. Williams
	21	Checking Accounts - Individual	L. Meyer
	22	Checking Accounts - Bank ops.	L. Jones
Jan.	26	Conference Session	A. Swain
	27	Computer Operations - overview and checking accounts	B. Wooten
	28	Savings Accounts - individual	B. Horton
	29	Savings Accounts - bank ops.	R. Dahlke
	30	Classroom	
Feb.	2	Teller Operations	S. Newell
	3	Computer operations - savings accounts and teller support	B. Wooten
	4	Conference session	A. Swain
	5	Commercial loans	W. Jones
	6	Installment Loans - overview	J. D. Duke
Feb.	9	Indirect loans/Direct loans	G. Richardson/B. Woods
	10	Floorplan/Collections	B. Collins/G. Richardson
	11	Loan Administration	K. Pollizi/E.Story
	12	Installment loans - wrap-up	J. D. Duke
	13	Classroom	
Feb.	16	Computer operations - loans	B. Wooten
	17	Conference session	A. Swain
	18	Conference session	A. Swain
	19	Bank operations - overview	J. Crowe
	20	Bank operations - posting general books and transit	C. Reynolds
Feb.	23	Bank operations - Branch management	B. Reid
	24	Bank operations - Branch management	B. Reid
	25	Bank operations - wrap-up	C. Smith
	26	Conference session	A. Swain
	27	Classroom	
Mar.	1	Conference session	A. Swain
	2	Business Development - Promotional Activities	T. Brown
	3	Business Development - Safekeeping	D. Moon
	4	Business Development - Safety Deposit Boxes and wrap-up	J. Williams
	5	Conference session	A. Swain
Mar.	8	Bank security/Docutel	L. Meyer
	9	Trust Dept. - Introduction	J. Pollman
	10	Trust Dept. - Setting up trusts and maintaining trusts	J. Pollman
	11	Trust Dept. - Rules, regulations	J. Pollman
	12	Classroom	

Mar. 22	Trust Dept. - Investments	J. Pollman
23	Conference session	A. Swain
24	Mortgage lending - overview	P. Gaston
25	Mortgage lending - administration	D. Clark
26	Auditing	R. Carlisle
Mar. 29	Conference session	A. Swain
30	Credit Department - operations	A. Swain
31	Credit Department - Analysis	A. Stewart
Apr. 1	Computer - wrap-up	B. Wooten
2	Classroom	
Apr. 5	Conference session	A. Swain
6	Secretary	M. Blaser
7	Purchasing	B. Beaver
8	Bank Management	M. D. Ellis
9	Conference session	A. Swain
Apr. 12	Regulatory Operations (possibly)	State Examiner
Apr. 13 - to end		
	Project Work	
	Field Trips (possibly) ⟶	
	Visit by other regulators (possibly) ⟶	

SOUTH CENTRAL BELL TELEPHONE COMPANY

STUDENTS' SCHEDULE Conducted by Barbara Hammond

1. Orientation
    a) Organizational Structure of A.T.& T. and Bell Systems
    b) Introduction to Departments .... Managers
    c) District Departments .... Managers
    d) Department Visitations Tours .... Managers

2. Department Placement Sites:
    a) Plant Department (installation)
    b) Service and Repair Department
    c) Traffic Department (operators)
    d) Engineering Department (project planning, forecasting, etc.)
    e) Commercial Department (residential application & billing)
    f) Marketing Department (business applications, billings, etc.)

3. Labor Relations .... President of local

4. Visitation of installation sites

5. Financial Structure of the Company

6. Proxy Statement of Annual Stockholders' Meeting

7. Simulation Game..New City Telephone Company

8. Career Oriented Films

STUDENT SECTION

INTRODUCTION

You are about to embark upon a novel,enriching program in social studies education -- the only one at present in the United States -- which is conducted predominantly outside the self-contained classroom by experts in the field of dynamic,daily,applied economics of our capitalistic system.

This program was inaugurated in the spring semester of 1976 with a pilot group of select students in the eleventh grade. Computer analysis of their achievement in economic understanding demonstrated an extremely high group score.

The students found the program interesting, unique, satisfying, and rewarding. They set out to learn from their sponsors, and while doing so "sold" the program to business leaders and other students.

Once again, we are calling upon students to prove themselves mature and capable to assume personal responsibility for their academic achievement and build good public relations between the school and community and between young people and adults.

Evaluation and consequent improvement of Project Business followed the 1976 pilot program. Further refinement of the program will follow your participation in it. Therefore, we expect you to give us "feedback" into the program from a student's point of view. We wish to know what things help you to learn the economic concepts better, and those things which were of no value.

To evaluate the program, you will be asked to take a test (not for grading purposes) and a questionnaire both at the beginning and end of the semester. This will allow us to determine the effectiveness of the program.

SPECIFIC REQUIREMENTS

It is required by the U.S. Department of Labor that you be informed that the sponsoring organizations where you are placed are not training you for a job, nor do they promise employment to you. You are not to receive "pay" for this educational experience. Instead, you receive one-half unit of credit toward fulfilling the requirements for graduation.

To meet the requirements for the successful completion of this course, you must comply fully with the following:

1. Be punctual in your attendance at your placement site. These sponsors are donating their valuable time -- at a cost to them -- for your enrichment. They are not "babysitters" nor "disciplinarians". If, for any reason, you are providentially hindered from meeting your sponsors, you are to call them prior to the time you are scheduled to meet with them.
2. You must attend the seminars at the Meridian High School. (See Project Business Calendar in this handbook for dates.) The seminars are a vital and required part of the program. These are designed to give meaningful learning experiences in economic understanding, and will draw upon and reinforce the learning experiences provided by your sponsors. The seminars will meet the first and last weeks of the semester and every two weeks during the semester.
3. Your evaluation will be done jointly by your sponsors and your teachers.

The following copy of the Student Evaluation Sheet is provided to give you an idea of what factors determine your report card grades.

The Student Evaluation Sheet is provided to each resource person who donates time for your instruction. The check marks are compiled and translated into a numerical grading profile for school records.

STUDENT EVALUATION SHEET

Students Name: ______________________________

Sponsoring Institution: ______________________________

Date of Evaluation: ______________________________

	UNSATISFACTORY	POOR	FAIR	GOOD	EXCELLENT
ALERTNESS					
AMIABILITY					
APTITUDE					
ATTENDANCE					
ATTITUDE					
COOPERATION					
INTEREST					
PARTICIPATION					
PUNCTUALITY					
QUESTIONS ASKED					
RELIABILITY					

COMMENTS:

____
Signature of Evaluator

RECOMMENDATIONS

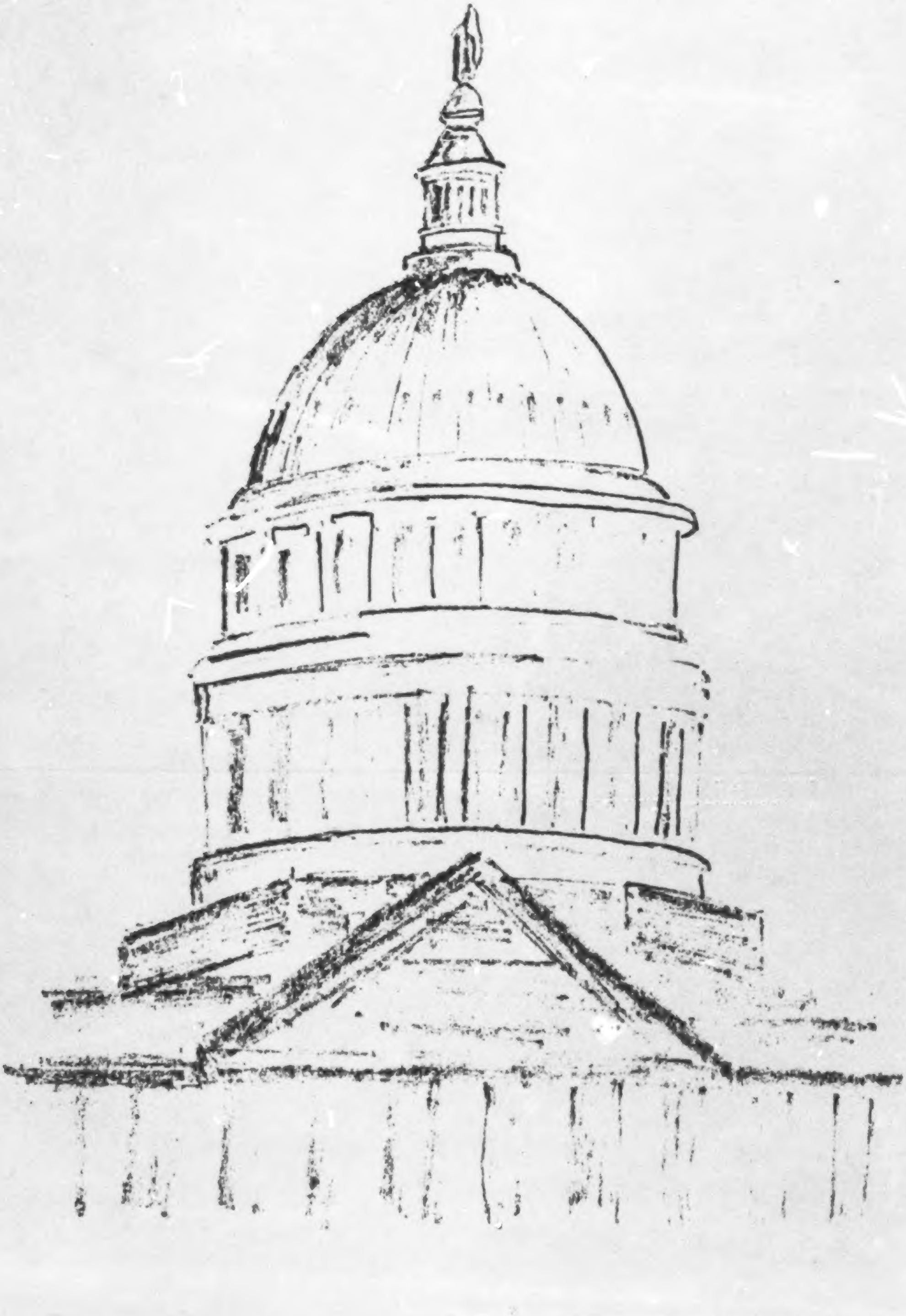
Conduct in public is a part of one's personality and cultural heritage. The roles you display at home, school, church, or beach are all different. The unwritten dress codes for each are different.

Most of you have never been in the roles associated with the business world's life and activities and do not know what the role expectations are.

A good rule of thumb is: Use good taste, good judgement, and develop a good attitude toward your new environment. It will pay you dividends throughout your life. Few students have ever had such an opportunity as you have to see the interaction of the business community.

Study the economic concepts presented in the orientation and seminars and watch for them while on-site. These will give you an added insight into many things you'll experience and give you "better eyes" to see through.

SOCIAL SCIENCE XII



SUBJECT: COMPARATIVE POLITICAL SYSTEMS GRADE: 12

UNIT: ONE - INTRODUCTION

UNIT OBJECTIVE: Understand that every society has a political system (Political System is a concept as used here). To demonstrate that all political systems can be analyzed by using five conceptual tools.

INFUSED COMPONENTS:

CAREERS:
1. Government
2. Health Services

ECONOMIC CONCEPTS: Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.

VALUES:
1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgements, even though personal sacrifice is involved.
6. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.
7. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.

COMPETENCIES	SUGGESTED ACTIVITIES
1. To know the definition of: A. Political Decision-makers B. Political Decision-making C. Political Institutions D. Political Culture E. Citizenship	1. Read essays and short stories. 2. Viewing of and discussing filmstrips 3. Note-taking during lecture, demonstrations, and explanation phases of each class

COMPETENCIES (Continued)

2. To know what constitutes an analytical question and how to ask them.
3. To be able to take usable notes.
4. To learn how to write answers to essay questions.
5. To interpret charts, graphs, pictures, and written materials.
6. To know:
    A. Primitive political systems
    B. Traditional political systems
    C. Modern political systems:
        1. Democracies
        2. Authoritarian
7. To be able to use a model in social science analysis

SUGGESTED ACTIVITIES (Continued)

4. Using charts, graphs, pictures, etc.
5. Identification of occupations related to a primitive political system, traditional political system, and the modern political system
6. Short debate to provide an activity to promote student thinking: Resolved-Policy of Government may promote (impede) economic growth.
7. Writing essay answers to test questions.

SUBJECT: COMPARATIVE POLITICAL SYSTEMS GRADE: 12

UNIT: TWO - POLITICAL CULTURE

UNIT OBJECTIVE:

1. To analyze a political system using the concept "political culture."
2. To investigate the political knowledge of a society.
3. To analyze the political socialization of a people.

INFUSED COMPONENTS:

CAREERS: All occupational clusters

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. The quantity and quality of population directly affects production.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.
6. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.
7. Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.
8. Belief that the actions of the individual usually have an influence on the actions of others to include the peer group.
9. Belief that citizens should develop attitudes which will insure patriotism toward democracy.

COMPETENCIES

1. To be able to identify the parochial, subjects, and participants of political culture.
2. Analyze and synthesize the political culture of the United States.
3. Compare the political culture of the United States with the political culture of the Soviet Union.
4. Scrutinize the role schools have played in socialization of people.
5. To know and understand how one attains political knowledge and how U.S. citizens compare with other societies on this subject.
6. To be able to analyze and construct charts, graphs, and tables.
7. To understand the evolution of socialization and its affect on choosing careers.
8. Compare and contrast the difference between obtaining political knowledge and obtaining economic wealth. (A person's values)

SUGGESTED ACTIVITIES

1. Use of moral dilemmas
2. Converting data: graphs from tables; charts to graphs; etc.
3. A study of pictures -- relation between stories told by verse and stories told by pictures
4. Viewing and discussing filmstrips
5. Writing
6. Students conduct polls on political knowledge.
7. Listing of things that the schools are generally expected to do today as compared to 50 or 100 years ago.
8. Explore those things that determine what occupation or career one chooses.
9. Research and determine the type of political culture found in Meridian.

SUBJECT: COMPARATIVE POLITICAL SYSTEMS GRADE: 12

UNIT: THREE - POLITICAL INSTITUTIONS

UNIT OBJECTIVE:
1. Analyze a political system using the concept "Political Institutions."
2. Understand that the foundations of all political institutions are constitutions and/or charters.
3. Understand the following sub-concepts;
    A. Separation of Powers
    B. Checks and balances
    C. federalism
    D. democratic centralism
    E. Monistic & Pluralistic Societies
    F. Constitutionalism

INFUSED COMPONENTS:

CAREERS: All occupational clusters

ECONOMIC CONCEPTS:
1. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
2. The policies of governmental units may promote or impede economic growth and stability.

VALUES:
1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.

COMPETENCIES

1. Students should be able to explain:
    A. Background of the American Constitution;
    B. Federalism and democratic centralism;
    C. Checks and balances;
    D. Separation of Powers;
    E. Monistic and Pluralistic societies;
    F. Majority rule and minority rights; and

SUGGESTED ACTIVITIES

1. Students extract data from pictures and relate the data to written material.
2. Reading of documents
3. Group discussions
4. Mini-debate: Resolved-The Government Governs best that Governs least.
5. Students will be given individual research to acomplish concerning the value of:

COMPETENCIES (Continued)

   G. Individual freedoms and rights vs. individual responsibilities and obligations.

2. To be able to compare or contrast the American political institutions with the political institutions of the Soviet Union.
3. To be knowledgeable enough of the concepts "Checks and balances" - "separation of powers" to support the idea that these two concepts protect or guard individual rights and freedoms.
4. To be able to recognize differences between the U.S. and Soviet Constitution.
5. To examine and list state and local political institutions created by the state constitution or acts of the legislature.
6. To know, by using historical events or case histories, that governmental policies may promote or impede economic growth and stability.
7. To support the theory that stable governments are constantly changing to meet the needs of their people.

SUGGESTED ACTIVITIES (Continued)

   A. government agencies
   B. Courts
   C. Governmental offices
   D. Laws

6. Individual research to discover how an example of "Separation of Powers" or "Checks and balances" has protected individual or group rights and freedoms.
7. Study the Constitutions of: U.S.A.; U.S.S.R.; Mississippi; and the Charter of Meridian, Mississippi.
8. Research to determine the percentage of working America employed by the Local, State, and Federal governments.

SUBJECT: COMPARATIVE POLITICAL SYSTEMS GRADE: 12

UNIT: FOUR - POLITICAL DECISION-MAKERS

UNIT OBJECTIVE:

1. Analyze political systems using the concept "Political Decision-Makers."
2. Identify and distinguish between INTEREST GROUPS; PRESSURE GROUPS; LOBBYING;AND THE POWER ELITE.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
4. The quantity and quality of population directly affects production.
5. Growth and stability are common goals of all economic systems.
6. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
7. The policies of governmental units may promote or impede economic growth and stability.

VALUES:

1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process and equal protection; that government has a responsibility for promoting the general welfare.
6. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
7. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

8. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.

COMPETENCIES

1. To be able to use certain characteristics in studying and making predictions of political success of individuals, ie., social background, occupational background, educational background, religious affiliation, etc.
2. To know and understand how political leadership (Decision-Makers) is transferred from person to person.
3. To be able to explain the roles of political parties.
4. To be able to identify some major differences and simularities between political activities in the U.S.A. and U.S.S.R.
5. To be able to identify and explain the five categories (types) of decision-makers in the United States.
6. To demonstrate knowledge by writing a description of how a person can obtain employment in government.

SUGGESTED ACTIVITIES

1. Making generalizations and drawing conclusions from identified information.
2. Moral dilemmas
3. Listening to an interview.
4. Conduct interviews to determine how local political decision-makers obtained their position.
5. Making inferences from pictures, graphs, charts, and other data provided or identified.
6. Individual research on a controversial economic issue to identify:
    A. opposing groups-individuals
    B. opposing views
    C. areas of compromise
    D. outcome
    E. make judgment statements
7. Select one law that governs the "market place" and, after investigating its origin, speculate about its value.
8. After reviewing contemporary issues and controversies, identify government actions that are related to making choices because resources are not available to meet all wants.
9. Within the broad concept of government or public service careers, select five careers and determine the skills and education required to enter this occupation.

SUBJECT: COMPARATIVE POLITICAL SYSTEMS GRADE: 12

UNIT: FIVE - POLITICAL DECISION-MAKING

UNIT OBJECTIVE:
1. Analyze political systems using the concept "Political Decision-Making."
2. Investigate and determine why a political system has to:
   A. regulate the behavior of citizens.
   B. regulate the production, distribution, and consumption of goods and services.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS:

VALUES:
1. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
2. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
3. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.
4. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process, and equal protection; that government has a responsibility for promoting the general welfare.
5. Belief that people are capable of governing themselves; that political power belongs to and comes from the people; and that the people have the right, by lawful means, to change their government.
6. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.
7. Belief that Americans should have reasoned devotion to our heritage, and a commitment to perpetuate the ideals of American life.
8. Belief that citizens should develop attitudes which will insure patriotism toward democracy.

COMPETENCIES	SUGGESTED ACTIVITIES
1. To know and be proficient in using the five steps of problem-solving.	1. View, analyze and discuss the information and/or message being conveyed by pictures, graphs, charts, advertising, etc.

COMPETENCIES (Continued)

2. When given pictures, maps, graphs, charts, or other data, students should be able to:
    A. Identify government policy problems.
    B. Suggest alternate solutions to the problem.
    C. Deduce the logical consequences of a proposed solution.
3. To envision some of the major influences that shape public opinion in a democracy; in an authoritarian society; ie. media; face-to-face contact; interest groups, etc.
4. To know and understand some of the general decision-making processes at all levels of government; in all branches of government.

SUGGESTED ACTIVITIES (Continued)

2. Gather data for use in the problem-solving exercise.
3. Using the five steps in problem-solving, select or determine the career that you would most likely be able to be successful in.
4. A. Listings of government problems in the areas of:
        Economics
        Busing (Education)
        Foreign Policy
        Energy
        Etc.
    B. Make generalizations about the difficulties in decision-making to solve these problems.
5. Mini-Debate: Resolved-Political Parties should be dissolved (should not be dissolved).
6. Investigate the size of governments at all levels and try to determine if there is any relationships between size and problems in decision-making.
7. Review the five types of decision-makers.

SUBJECT: COMPARATIVE POLITICAL SYSTEMS GRADE: 12

UNIT: SIX - CITIZENSHIP

UNIT OBJECTIVE:

1. Analyze political systems using the concept "Citizenship".
2. Recognize and understand political behavior, such as: participant, subject, parochial, allegiant, alienated, dissenting, etc.

INFUSED COMPONENTS:

CAREERS: All Career Clusters

ECONOMIC CONCEPTS:

1. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
2. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
3. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
4. The quantity and quality of population directly affects production.
5. Growth and stability are common goals of all economic systems.
6. Cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
6. Belief that freedom of inquiry, expression, and discussion provide the best way for resolving issues; that the will of the majority should govern; that the rights and opinions of the minority should be respected and protected.

7. Belief that government must be based on properly enacted laws, consistent with theories of constitutionalism, due process, and equal protection; that government has a responsibility for promoting the general welfare.
8. Belief that both competition and cooperation are essential to the democratic process and to our national well-being.
9. Belief that the actions of the individual usually have an influence on the actions of others to include the peer group.
10. Belief that citizens should develop attitudes which will insure patriotism toward democracy.
11. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.

COMPETENCIES

1. To understand the "meanings" of citizenship.
2. To recognize, understand, and accept (hopefully) the relationships between constructive political socialization and being a participant citizen.
3. To know and understand the characteristics of:
   allegiant citizen;
   alienated citizen;
   dissenting citizen;
   civil disobedience.
4. To gain political knowledge about:
   voter registration;
   voting precincts, district.
5. To study and understand why citizens behave politically as they do - study the forces that motivate:
   economic goals
   career goals.

SUGGESTED ACTIVITIES

1. Viewing of photographs of political figures and activities to clarify the characteristics of political behavior.
2. Conduct a poll to determine the political behavior of local citizens.
3. Investigate the relationship between education and political involvement.
4. Investigate the correlation between occupation and political involvement.
5. Research the Constitution for the many characteristics of a citizen or citizenship and then formulate a definition (one sentence) of citizenship.
6. Have students register or visit the city and county clerk's office to determine their precincts and districts.
7. Investigate the public interest in participating or viewing city and county government meetings ie., city council meetings or Board of Supervisors meetings.
8. Students investigate:
   How the city, county, and/or state allocates its resources.
9. Identify the careers, the skills required of those careers, that are available in local and state government.

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FILMSTRIPS

Federal System (Part I)
Federal System (Part II)
Congress: Organization and Procedure
Political Parties and Elections
Federal Finances
Foreign Relations
Federal Courts and Law Inforcement
Public Administration and Civil Service
The President: Office and Powers
Political and Social Reform 1870-1916
Electing the President
Citizen and His Country
Governments of the World
Citizen in a Societ Dictatorship

SUBJECT: INTRODUCTION TO THE BEHAVIORAL SCIENCES GRADE: 12

UNIT: THE NATURE OF THE BEHAVIORAL SCIENCES

UNIT OBJECTIVE: Understand that portions of human behavior can be studied and examined in a meaningful way.

INFUSED COMPONENTS:

CAREERS:
1. Scientific and Technical
2. Social Scientist

ECONOMIC CONCEPTS:
1. Individuals make economic decisions on the basis of their values and goals.
2. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
3. Each of the factors of production expects to receive compensation for its contribution to the process of production.

VALUES:
1. To develop a cautious and critical attitude toward generalizations no matter what the source.
2. Belief that citizens should be willing to act on reasoned conclusions and judgments, even though personal sacrifice is involved.

COMPETENCIES

1. Identify and be able to utilize the proper steps in the scientific method:
    A. Controlled Conditions
    B. Control Group
    C. Dependent Variable
    D. Independent Variable
    E. Naturalistic Observation
    F. Survey Technique
    G. Hypothesis
    H. Generalization

SUGGESTED ACTIVITIES

1. Using examples of scientific and nonscientific behavior, allow students to inquire about proper scientific procedure.
2. Design, conduct, and evaluate various experiments.
3. Allow students to research the qualifications necessary for one to become a geologist, historian, psychologist, physicist. Use appropriate questions to emphasize the economic concepts involved.
4. Values will be assimilated as topics are discussed

SUBJECT: INTRODUCTION TO THE BEHAVIORAL SCIENCES GRADE: 12

UNIT: SOCIALIZATION (CHILDHOOD)

UNIT OBJECTIVE: Realize that human behavior is a learned phenomena and is taught through such groups as the family and the schools.

INFUSED COMPONENT:

CAREERS: Social Scientist

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.

VALUES:

1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Belief that America is a part of an interdependent world community.
3. To develop a cautious and critical attitude toward generalizations no matter what the source.
4. To develop scientific attitudes toward behavior.

COMPETENCIES

1. To recognize the value placed on conformity.
2. Be able to collect and analyze data.
3. Perform critical evaluation of behavioral science research.

SUGGESTED ACTIVITIES

1. Given statements, students will identify them as being within the domain of anthropology, sociology, or psychology.
2. Devise questionnaire on ideas found in readings to contrast student and parental views.
3. Follow procedures on the King's visit to clarify results and obtain more data.
4. Using pictures of different cultures, point out the concept of cultural relativity and emphasize the value of interdependent world community. Also, point out (with appropriate questions) the economic concepts implied in each picture.

SUBJECT: INTRODUCTION TO THE BEHAVIORAL SCIENCES GRADE: 12

UNIT: SOCIALIZATION (ADOLESCENCE)

UNIT OBJECTIVE: Understand that adolescence, the period between puberty and adulthood, is a transitionary period for individuals when socialization and reality must mesh into a workable form of behavior.

INFUSED COMPONENT:

CAREERS: Social Science

ECONOMIC CONCEPTS:

1. Individuals make economic decisions on the basis of their values and goals.
2. Each of the factors of production expects to receive compensation for its contribution to the process of production.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.
3. To be willing to examine emotion-laden phenomena critically and scientifically.

COMPETENCIES

1. Understand the concept of rites of passage.
2. Recognize that adolescence is a difficult period.
3. Realize that adolescence is hard to study.
4. Understand that value conflict causes mental stress if not rationalized, justified, or ignored.

SUGGESTED ACTIVITIES

1. Using examples of traditional societies, explain their approach to reality, socialization, and the realationship to economic decisions.
2. Using examples of typical adolescent behavior, try to analyze and justify the behavior's continuance. (Emphasize the value stated above regarding emotion-laden phenomena and point out the economic concepts involved.)

SUBJECT: INTRODUCTION TO THE BEHAVIORAL SCIENCES GRADE: 12

UNIT: IDENTITY

UNIT OBJECTIVE: Recognize that one's identity is hard to find in a technological society where many demands are placed upon the individual. The result is sometimes a feeling of alienation from the mainstream of society.

INFUSED COMPONENT:

CAREERS: Manufacturing

ECONOMIC CONCEPTS:

1. People have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.
2. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.

VALUES:

1. Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.
2. Belief in the recognition of the dignity and value of individuals.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments, even though personal sacrifice is involved.

COMPETENCIES

1. Recognize that the basis of alienation may be the impersonal nature of mass society.
2. Recognize that alienation can be manifested in ways varying from complete withdrawal to violent action.
3. Relate to aspects of life in the black ghetto.
4. Recognize that communes are an attempt to restore some sense of community.
5. Understand Carl Rogers' idea that the psychologically happy person is one who looks toward himself for approval.

SUGGESTED ACTIVITIES

1. Allow the students 15 minutes to answer anonomously the question, "who am I?", by using adjectives. Stress value of individuality.
2. Use filmstrips to emphasize life in ghetto and mass society. Relate to economic value of limited resources.
3. Ask students to role play a behavioral scientist and make recommendation on how to improve productivity and job satisfaction of a group of assembly-line workers. Address use of resources, and compensation given workers for their labor.
4. Utilize filmstrips to emphasize the components of one's lifestyle and how one seeks to "put it together". Stress value of individuality and its relation to society.

SUBJECT: INTRODUCTION TO THE BEHAVIORAL SCIENCES GRADE: 12

UNIT: PREJUDICE (RACIAL AND CULTURAL MINORITIES)

UNIT OBJECTIVE: Accept the fact that racial and cultural differences are, for the most part, learned. (Socially supposed races)

INFUSED COMPONENTS:

CAREERS: Social Science

ECONOMIC CONCEPTS:

1. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
2. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.

VALUES:

1. Belief in the recognition of the dignity and value of individuals.
2. Belief that all persons should possess equal rights to life, liberty, and property which are, however, accompanied by certain responsibilities and obligations.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with the general welfare.
4. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.
5. Belief that man is a rational being and should seek to achieve a balance between social stability and social change to strengthen our social institutions.
6. To be willing to consider emotion-laden topics in a scientific, yet concerned manner.

COMPETENCIES

1. Understand the terminology "Genus" and "Species."
2. Recognize that racial characteristics have no significance on culture.
3. Know that racial attitudes are learned.
4. Understand the nature of "intelligence test".
5. Understand rage and how one deals with it.
6. Evaluate the ways some ethnic groups were able to escape poverty.

SUGGESTED ACTIVITIES

1. Using contrasting pictures of baseball teams of the 40's and 70's, have students develop hypotheses about the presence or absence of blacks.
2. Using examples of intelligence tests, evaluate them on the basis of cultural bias.
3. Using examples of different individuals and cultural groups, evaluate the effects of discrimination on each.

SUGGESTED ACTIVITIES (Continued)

4. Compare the methods used by immigrants to emerge from their status at entry to be assimilated into American culture, and contrast these methods with those available to blacks. Ask questions to emphasize the economic concepts involved.

SUBJECT: INTRODUCTION TO THE BEHAVIORAL SCIENCES GRADE: 12

UNIT: PREJUDICE (WOMEN)

UNIT OBJECTIVE: Recognize that sexual discrimination, which is very prevalent in America is learned as a result of cultural and social pressures.

INFUSED COMPONENT:

CAREERS: All

ECONOMIC CONCEPTS:

1. In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.
2. Since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.

VALUES: Belief that citizens should strive to increase the effectiveness of the family as a basic social institution.

COMPETENCIES

1. Recognize the many barriers which women must overcome.
2. Evaluate the sex bias that exists in many children's textbooks.
3. Understand that children learn sex roles early.

SUGGESTED ACTIVITIES

1. Have students find cartoons which exploit sex role stereotypes.
2. Review the literature to find examples of research demonstrating sex bias in school materials. Evaluate material from the standpoint of changing economic patterns.
3. Find examples of women in traditionally male dominated careers and evaluate the social and psychological implications.
4. Conduct a survey using pictures of men and women in traditional and non-traditional careers. Ask the subjects to rate the pictures as to the appropriateness of the individual's career choice and/or competence to perform the job task.

UNIT: FRONTIERS OF BEHAVIORAL SCIENCE

UNIT OBJECTIVE: Realize that behavioral science is a broad field with serious implications for the future.

INFUSED COMPONENT:

CAREERS: Social Science

ECONOMIC CONCEPTS: In order to satisfy human wants for goods and services, productive resources - natural, capital, and human - must be used in some workable combination.

VALUES:

1. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgments.
2. Belief that persons should be willing to make decisions about the moral and ethical questions raised by behavioral science research.

COMPETENCIES

1. Understand that brain research entails far-reaching implications for control of human behavior.
2. Recognize that infants possess extensive learning abilities.
3. Recognize that behavior modification techniques have extensive implications for society.
4. Recognize that moral and ethical values must determine the direction of and the use of behavioral science research.

SUGGESTED ACTIVITIES

1. Using examples of current behavioral science research, allow students the opportunity to analyze its implications for society. Direct questions to the students which relate the appropriate economic concept to behavioral science research.
2. Present conflicting views of behavior control to point out the different value systems at work in the behavioral sciences.

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FILMSTRIPS

Alienation and Mass Society
America's Changing Lifestyles
America, The Melting Pot: Myth or Reality
American Woman's Search for Equality
An Introduction to Psychology
B. F. Skinner - Learning Through Rewards
Contact
Concepts II. Love, Learning, Privacy
Culture Contact (Game)
Cross-Cultural Look at Families
Developing Values
Forming Beliefs
Interpersonal Relationships
Living with Technology
Lifestyles
Male/Female: Changing Lifestyles
Man: A Cross Cultrual Approach
Mental Health
One World, Many Cultures
Our Mobile Society
Redesigning Man: Science and Human Values
Setting Goals
Shaping Identity
Sociology
Understanding Emotions
Understanding Prejudice
What is Anthropology

SUBJECT: COMPARATIVE ECONOMIC SYSTEMS GRADE: 12

UNIT: INTRODUCTION

UNIT OBJECTIVE:
1. Know that individuals make economic decisions on the basis of their values and goals.
2. Realize that people have unlimited wants for goods and services but they possess limited resources with which to satisfy those wants.

INFUSED COMPONENTS:

CAREERS:
1. Career choices and lifestyles
2. The economist
3. Financial planning assistance

ECONOMIC CONCEPTS: See objectives above

VALUES:
1. Belief that citizens should be willing to act on the basis of reasoned conclusions and judgements, even though personal sacrifice is involved.
2. Belief that individual and group rights must be exercised in such a way that they do not interfere with the rights of others, endanger the general welfare, or threaten the national security.

COMPETENCIES

1. Define economics.
2. Discuss the specific economic problems of what, how, and for whom with relation to decision-making.
3. Relate the importance of the study of economics to the individual, to business, and to nations.
4. Use the scientific method in solving economic problems.
5. Discuss the concept of "opportunity cost" with relation to economic decision-making and economic efficiency.
6. Define the concept of "self-interest" as an incentive in decision-making.
7. Prepare for class discussion and other activities.
8. Use various tools of the economist.
9. Develop the concepts of production, consumption, and exchange.
10. Relate individual values to occupational choices.
11. Relate occupational choices to consumption habits.

SUGGESTED ACTIVITIES

1. Study the consumption habits of citizens in various economic systems. Look to national budgets to determine the values and goals of national groups. Use graphs and charts. Consider the buying habits of students--why buy Fords rather than Cadillacs? Levis rather than Foremost, etc.?
2. Debate: "Economics cannot be scientific because people are unpredictable."
3. Distribute several value statements to students and have them predict how citizens of various economic systems might react to them. (Example: "First, people should work for the welfare of the society; then they should think about their own needs.")
4. Hand each student "$100" along with a list of items and activities which cost specific amounts of money. Discuss the various ways the different students spend their $100.
5. Discuss several alternatives for spending a $1 million surplus in the city treasury.

SUGGESTED ACTIVITIES (Continued)

6. Filmstrip: "What Difference Do Values Make?"
7. Moral dilemma: Should an old eskimo woman be left behind to die since she can no longer produce, or should she be allowed to consume part of the limited food available to her family?
8. Interview a number of individuals to determine reasons for their occupational choices.
9. Research the buying habits of various socio-economic groups.
10. Explore any family financial planning assistance services which are available in the local community.

SUBJECT: COMPARATIVE ECONOMIC SYSTEMS GRADE: 12

UNIT: THE PRODUCTIVE PROCESS

TOPIC: NATURAL RESOURCES, HUMAN RESOURCES, CAPITAL RESOURCES, AND DISTRIBUTION AND CONSUMPTION

UNIT OBJECTIVE:

1. Understand that in order to satisfy human wants for goods and services, productive resources - natural resources, human labor, and capital - must be used in some workable combination.
2. Know that the quantity and quality of population directly affects production.
3. Realize that each of the factors of production expects to receive compensation for its contribution to the process of production.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS: See objectives above

VALUES:

1. Belief that man should make intelligent use of forces and resources of nature.
2. Belief in the recognition of the dignity and value of individuals.
3. Belief that all persons should have maximum freedom and equality of opportunity to develop consistent with their capacities and with their general welfare.
4. Belief in the right of producers to establish prices and of consumers to shop for lower ones.
5. Belief in the protection of property rights and the rights to profit from one's economic endeavors.

COMPETENCIES

1. Relate that natural resources include all gifts of nature - including space.
2. Show that the production of almost all goods and services requires the use of natural resources.
3. Relate conservation measures to the fact that some resources are exhaustible and others may be replenished only at great cost.
4. Illustrate how technology may be used to help overcome an area's lack of natural resources

SUGGESTED ACTIVITIES

1. Listen to recording: "Survival." Consider the attitudes of the survivors regarding the available resources and their use.
2. Try to think of "products" which may be produced without natural resources. Consider services and the quality of those services.
3. Investigate the conservation functions of the Forestry Commission, Game and Fish Commission, Waterways Commission, Soil Conservation Commission, etc.
4. Identify major raw materials in the local area. Try to discover their main use in the productive process.

COMPETENCIES (Continued)

5. Discuss the conflict between environmental protection and alternative uses of natural resources.
6. Understand that people are essential to production, and production takes place to benefit people.
7. Show how natural increase and immigration affect population size.
8. Relate population size to size of labor force, level of living, specialization, and age distribution.
9. Discuss physical fitness, education and training, ambition, initiative, enthusiasm, habits, etc., as factors affecting the quality of population.
10. Illustrate how social systems and legal institutions affect the process of production.
11. Define and classify various forms of capital.
12. Discuss protection of property rights, opportunities for gain, and income level as factors contributing to capital formation (also governmental policies.)
13. Explain the absolute relationship between individual savings and capital formation.
14. Explain how the problem of capital formation is approached in various types of business organizations.
15. Define price, value, wants, demands, and competition.
16. Construct supply and demand schedules, graph schedules on a single axis, and interpret graphs.
17. Discuss principles of elasticity of demand, marginal utility, and diminishing utility.
18. Explain money value and relate to purchasing power.
19. Discuss the implications of Engel's Laws.
20. Examine several factors which affect consumption.
21. Indicate the fruits of production awarded to land, labor, capital, and management.
22. Discuss the factors which affect wage rates in various industries.

SUGGESTED ACTIVITIES (Continued)

5. Give examples of how technology can overcome the lack of certain natural resources.
6. Explore the impact of technology on future occupation opportunities.
7. Write newspaper articles concerning the inefficient or wasteful use of natural resources.
8. Show how population mobility may promote economic advancement. On a United States map depict the great population movements that have taken place since 1800.
9. Interview an employer or employment service representative to discover the personal qualities which are sought by employers.
10. Graph the growth of the United States population from 1790-1970.
11. Relate the shifting sources of immigration to the United States immigration policies.
12. Debate: "The United States economy would be better off if women stayed out of the labor market!"
13. Panel- Considering the general rise in the level of living worldwide, the predictions of Malthus were totally invalid.
14. Debate: "The log cabin to the White House" concept is simply a myth of American Capitalism.
15. Visit a factory, farm, or construction site to see what capital resources are being used.
16. Review the story of Robinson Crusoe to see how he accumulated a store of capital goods.
17. Visit a stock broker to study the operation of the stock market. Afterwards, have students select stocks to "buy" and dispose of or hold during the semester.
18. Interview small businessmen, partners, and corporate executives to find advantages and disadvantages regarding capital formation and operation.
19. Investigate the Junior Achievement Program.
20. List five instances where prices have guided your purchasing of goods and services.
21. Relate the principle of diminishing utility to the statement: "the more you have, the more you want."

SUGGESTED ACTIVITIES (Continued)

22. Make a list of ten household items and classify the demand for each as either elastic or inelastic.
23. Visit a butcher to find out how he decides to price various cuts of beef.
24. Engage in an exercise of selective shopping for one month.
25. Visit a small businessman to discover what his fixed and variable costs are.
26. Graphically depict Engel's Law.
27. Report on the activities of the various consumer protection agencies.
28. Illustrate the declining purchasing power of the United States dollar.
29. Diagram the two great circular flows in the United States economy.
30. Investigate Adam Smith's wage rate criteria.

SUBJECT: COMPARATIVE ECONOMIC SYSTEMS GRADE: 12

UNIT: ECONOMIC SYSTEMS

TOPIC: ECONOMIC ORGANIZATION

UNIT OBJECTIVE:

1. Understand that since all societies are faced with the problem of allocating scarce productive resources, each must have some organized method for choosing among alternative uses of productive resources.
2. Realize that the method of organizing productive resources determines a society's economic system.

INFUSED COMPONENTS:

CAREERS:

ECONOMIC CONCEPTS: See objectives above

VALUES: Belief that free economic competition is desirable.

COMPETENCIES

1. Indicate on a continuum the location of market economies, command economies, and mixed economies.
2. Define Capitalism, Socialism, and Communism. Discuss characteristics of each.
3. Give advantages and disadvantages of these economic systems.
4. List nations which may appropriately be classified as command, market, and mixed economy. Indicate the role of government in each.
5. Relate economic theory to economic realism.
6. Identify men who had great influence on the development of modern economic systems.

SUGGESTED ACTIVITIES

1. On a world map indicate the nations which are classified under each of the major economic systems.
2. Compare tax rates on income and sales in capitalist and socialist nations. Present your findings graphically.
3. Contrast American Capitalism of 1975 with that of 1900.
4. Read and evaluate the theories of Karl Marx. Compare Marxist theory to economic conditions in Russia.
5. Report on Adam Smith, John Stuart Mill, Henry George, John R. Commons, John Maynard Keynes, John Bright, and Richard Coben.

SUBJECT: COMPARATIVE ECONOMIC SYSTEMS GRADE: 12

UNIT: ECONOMIC GROWTH AND STABILITY

TOPIC: INTERNATIONAL COOPERATION, THE EFFECTS OF GOVERNMENT, AND BUSINESS CYCLES

UNIT OBJECTIVE:

1. Realize that growth and stability are common goals of all economic systems.
2. Perceive that cooperation between political units is necessary for the procurement of natural resources and the existence of markets for the fruits of production.
3. Know that the policies of governmental units may promote or impede economic growth and stability.
4. Understand that human and natural phenomena create conditions which modify the rate of economic growth and the level of economic stability.

INFUSED COMPONENTS:

CAREERS:

1. Social scientists
2. Government
3. Transportation
4. Trade
5. Finance

ECONOMIC CONCEPTS: See objectives above

VALUES:

1. Belief that both competition and cooperation are essential to our well-being as a member of the international community.
2. Belief that the general welfare must be preserved.
3. Belief that the economic well-being of the nation is the responsibility of individuals, groups, and governments.

COMPETENCIES

1. Show that the world economy affects American consumers, workers, etc.
2. Explain the relationship between trading policy and economic goals.
3. Discuss several approaches to international trade.
4. Define exchange rate and devaluation.
5. Identify and explain the functions of several international trade organizations.
6. Analyze solutions to unfavorable balance of payments such as devaluation of currency and restricting foreign investment.

SUGGESTED ACTIVITIES

1. List some United States businesses which depend heavily on foreign trade.
2. Find out if any locally produced items are sold to foreign customers. On a world map draw lines from Mississippi to each of these foreign customers.
3. Report on the Mississippi trade missions to the Far East and Middle East.
4. Read about the proposed "Superport."
5. Using Consumer Bulletin and other references, compare the quality of United States and foreign-built bicycles.

COMPETENCIES (Continued)

7. List and explain several economic functions of government.
8. Define tax, characteristics of good tax, and principles of taxation.
9. Identify various taxes imposed by several political units or sub-units.
10. Explain how fiscal and monetary policy affects the economy.
11. Identify: gross national product (GNP), national income, disposable income, and per capita income.
12. Examine the impact of the national debt on future generations.
13. Define business cycle.
14. Discuss four phases of the business cycle.
15. Summarize the causes of economic fluctuations.
16. Define inflation and deflation.
17. Consider several methods that government might use to control economic fluctuations.

SUGGESTED ACTIVITIES (Continued)

6. Investigate and report on United States trade relations with Communist nations.
7. Debate: "Resolved: that the protective tariff is a wise policy for the United States."
8. Prepare pie charts depicting the sources and uses of state, local and federal revenues.
9. Obtain copies of state and federal income tax forms and learn to fill them out.
10. Report on President Ford's tariff on imported petroleum.
11. Graphically depict the relationship between G.N.P. (gross national product), net national product, national income, personal income, and disposable income.
12. Calculate your share of the present national debt.
13. Write a political speech justifying a tax increase and trying to convince voters to support the policy.
14. Study the automobile rebate program as an effort to stimulate business during a period of recession.
15. Try to ascertain the phase of the business cycle we are now in. How have you been personally affected?
16. Cite community characteristics which might tend to lessen the impact of periods of economic adversity.
17. Study the operation of the Federal Reserve System.
18. Find specific examples of governmental "pump priming."
19. Study the economic policies of Richard Nixon.
20. Report on the Civilian Conservation Corps (CCC), Work Progress Administration (WPA), Public Works Administration (PWA), etc.
21. Survey local citizens concerning use of tax rebate checks. Did these conform to governmental desires?

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A CONCEPT OF EVALUATION

The success of any learning experience is described in terms of the modification of behavior. Traditionally the outcomes of learning have been measured in a quantative sense at the conclusion of the educative experience. Measurement represented the logical means of judging the effectiveness of teaching methods aimed at the development of skills and the retention of factual data. This concept of measurement has long prevailed in the schools and even today enjoys widespread acceptance among teachers.

With discrediting of Thorndike's pronouncement that everything exists in some amount and can be measured, the efficacy of scientific measurement has been questioned. During the Eight Year Study, efforts were made to develop techniques and devices to judge the more subjective elements of student growth; ability to carry on reflective thinking, skill in interpreting data and social sensitivity.[1] Thus educational outcomes were seen not only as facts which could be measured objectively but also as qualitive changes in behavioral patterns. As methods of teaching changed from the daily recitation plan with its emphasis on instruction and testing toward utilization of broad unit teaching, a new concept of evaluating outcomes was needed. The democratic character of unit teaching as a general procedure for organizing learning activities requires an equally democratic process of appraisal.

The suggestions for evaluation given in this resource unit reflect the newer concept of appraisal. Evaluation may be defined as "....the process of making judgments concerning past and present situations, learning, materials, or processes, so that one may more wisely direct his future activities."[2] This view implies that evaluation is continuous; it begins with the initial planning of the unit and is involved in every decision concerning the course of the learning experience. Evaluation is not the sole responsibility or prerogative of the teacher; rather it represents the joint efforts of students and the teacher to appraise progress toward the realization of cooperatively agreed-upon goals of objectives. Evaluation becomes a means of directing future learning activities as the consequences of decisions and procedures are judged in relation to the purposes of the learner and the goals of the group. The techniques of evaluation include a wide variety of devices and rating scales observations, questionnaires, profiles, cumulative records, diaries, daily work, tests, and group projects. The data for evaluation are found in every activity in the unit.

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[1] See Eugene R. Smith and Ralph W. Taylor, Appraising and Recording Student Progress. New York, Harper and Brothers, 1942.

[2] Ray H. Simpson, Improving Teaching-Learning Processes. New York, Green, and Company, 1953, p. 179.

The following principles summarize the concept of evaluation advocated in this source unit:

1. Evaluation is the appraisal of individual and group progress toward the realization of goals.
2. Evaluation should be continuous aspect of all phases of the learning unit.
3. Evaluation appraises growth to the individual in all aspects of living.
4. Evaluation is cooperative, involving students and the teacher.
5. Evaluation is more valuable when data is gathered from a wide variety of instruments, observations, and activities.
6. Evaluation is more broadly conceived as a judgment of progress, though it should involve tests of achievement.
7. The actual process of cooperatively evaluating is itself a learning process.

The next few pages contain suggestions for evaluation which are consistent with the point of view expressed in the preceding discussion. Suggestions of several kinds: the first section indicates opportunities for informal evaluation during the course of the unit and may be helpful to the teacher in making appraisal a continuous process. The second portion deals with suggestive ways of evaluating student growth toward the objectives of the unit.

Suggested Opportunities For Evaluation

Initiating the Unit

1. At the outset, the class and the teacher will need to determine cooperatively the common goals toward they wish to work. Within this broad framework, each student will determine his own goals in view of his needs and interest. This procedure provides a base for all later evaluations.
2. In determining the scope and sequence of the learning unit, students have an opportunity to evaluate their present level of knowledge about values and the influence of these beliefs in daily living. This kind of evaluation serves to organize past experiences and provide direction for future learning. At this point students might write about their present level of understanding to be compared with subsequent appraisals.
3. In planning the methods of working individually and in groups, each class member can evaluate his learning habits, and thus more effectively set for himself a plan to improve his ability to use the following techniques of learning: research, cooperative group work, note taking, writing skills, and oral reporting.

Developing the Unit

1. As students gather materials for bibliographies, displays, and reports, they can evaluate their ability to find information and organize it in a manner meaningful to themselves and others.

2. During this period the teacher has many opportunities to confer with students about their learning progress. This informal talking gives insight about the extent of learning both to the teacher and to the student. Evaluations of this kind function to direct future efforts and indicate any needed reformulation of purposes as the unit unfolds.
3. This is a good time for students to write about their progress and to share their findings and thoughts with others. This kind of evaluation may be informal or it may be a test; in either case it should represent a means of determining progress rather than the final mark.
4. It is suggested that a student committee be chosen to develop with the teacher some appropriate evaluative devices to use at the conclusion of the unit. These might be themes, test, perhaps a radio or assembly program, articles for the newspaper, or a bulletin board display. The important thing is that knowledge about the proposed methods of final evaluation be shared and accepted by the class.
5. During this work period the teacher and students may discover, as they go about the business of finding information, the need for work on skills and time may be set aside for this purpose.

Culminating the Unit

1. Summaries by groups and individuals show more effectively than test the level of understanding that each person achieved. As students seek to perfect their ideas and thinking for the purpose of sharing them with other groups, they can judge the extent to which they have advanced toward the original goals.
2. As committees report their findings, evaluation can be carried on informally in terms of understandings and relationships among ideas presented to the class. The question asked a committee by the students most assuredly reflect their level of understanding as well as their background of knowledge.

3. Enthusiasm and evidence of changed behavior are manifested as individuals report their ideas to the class. Again, evaluation is easy and informal.
4. Since grades must be given, the culmination period offers the teacher a chance to confer with each student and to evaluate the activities he has pursued in the unit. Thus the grade can be cooperatively determined, and the student understand the meaning of the grade he has earned.
5. While informal evaluation need not obviate the giving of a final test, they tend to put such devices in their proportionate place relative to all else the student has accomplished. Thus a test is but an evidence of growth rather than the sole measure.
6. Oral evaluation of the unit in terms of what made it successful, areas of weakness, etc. set the stage for planning the next unit more effectively. Thus evaluation is a continuous process from the unit's inception to the point at which it merges into the next area of study.

Suggested Method of Evaluating Growth Toward the Objectives of the Unit

The objectives of any unit represent the aims toward which the activities and experiences of the unit are pointed. While objectives are not realizable in any final sense, they are goals which give direction to the learning process. In a real sense, objectives might better be thought of as "starting points" for further learning, rather than as definite ends which have been achieved and then may be discarded for other objectives.

The objectives listed here are those which introduced the resource unit. They form the broad framework or criteria against which students are evaluated. Following each objective is a specific means for appraising pupil progress in that area. [illegible] evaluative material which has been suggested previously should also be [illegible] securing evidence in the areas defined by the objectives.

For Evaluating Objectives

1. To help students identify and clarify values.

   At the beginning of the unit each student should list and briefly explain what seems to him to be the major value by which he lives. This list may be compared with or prepared at the conclusion of the unit. Comparison should indicate growth in breadth of values; ability to define and elaborate a value; ability to reflect upon the meaning of a value in living.

2. To help students determine source of values.

   The student might attempt to place the values he identifies as his into categories of derivation such as (1) home and family, (2) friends, (3) church, (4) government, (5) prejudices, mores, customs. Repeating this allocation of value sources at the end of the unit indicates growth in recognizing sources of values.

3. To help students understand the role of values in directing their lives.

   Have students keep a record of situations both in school and outside in which they are called upon to make a decision as to whether their action is right or wrong. Determine, in each instance, how the student's value system directed this action. Were his values static or dynamic? Did his values remain the same at the end of the unit?

4. To help students determine the consequences of acting upon their values.

   Have students write an analysis of some subject of particular concern to them. This may be critically analyzed by the teacher to see what the student seems to approve or disapprove. From this might come some indication of whether or not the student needs to look at his values in terms of their consequences. For instance, a student might place high value on beautiful clothes. The student needs to examine what constitutes a well-dressed person and to understand that all members of the family should have a share in preparing the clothing budget. From this he might see the implications on his values.

5. To help students develop an ability and desire to appraise their values.

   The student may be helped to clarify his values through role playing. He is asked to play the role himself, a teacher, parent, brother, sister, or friend in certain situations. In order to see other sides of a problem, it is necessary to put himself in the place of others. He will be able to appraise the values held by each of these persons and see how consistent they are with democratic values.

6. To help students examine critically their method of acquiring and changing values.

   At the beginning of the unit, students may set up a series of beliefs, examine them critically, and determine their sources-for example, determine whether they are based on misconception, superstition, tradition, fact, or external authority. Students may indicate that beliefs hold. Near the end, have students examine these beliefs. Recheck and note any changes. Students may determine reasons for these changes.

7. To help students become aware of the impact on their lives of the conflicting values in the American culture.

   Various points of conflict in our society, such as world government, freedom of speech, government and social welfare, control of industry, and racial equality may be described in paragraphs. Students are asked to pick out what they believe are one or two of the best reasons we have for postponing doing something about the specific problem. Also they may be asked to select, out of the many reasons given, the one they consider the poorest. The same type of judgement may be asked in respect to the student's attitude toward the problem and what he considers to be the hope for solving it at the present time.

Provision may be made for an exchange of all ideas to see how other students feel about the problem. From examination of one another's views, the students will probably be helping one another to see what they believe, where they differ, and how they can work together to get some of the problems solved.

8. To help students develop an open minded attitude toward those who hold different values.

Select a situation which involves differences among people because of their different backgrounds or ideas. Choose pupils who are fairly well informed on the issue and are more imaginative, articulate, and self-assured than the others. Give them two or three minutes to prepare a sociodrama. At the same time, prepare the class for serious observations of the drama. Follow up the drama with discussion and possibly a reenactment of the drama. This may lead to a more tolerant attitude toward those whose values differ.

9. To help students develop a workable and maturing philosophy of life.

The teacher can describe certain situations and have the students write their reactions to the situation. This is a posibility for securing evidence concerning insight into factors which contribute to democratic living. The situation is described and then following this description of the situation, questions are asked to get specific reactions from the students.

The situation: Marjorie's father is a doctor and she often goes with him on calls to the poorer homes. Marjorie's mother objects to her going with her father because Marjorie always comes home wondering why the people must live in such poor homes; why the children haven't good warm clothes; why they haven't enough money to buy the necessary medicines. Marjorie's father jokes and says, "Don't worry about such things, Marjorie. A pretty girl like you has no need to concern herself. The poor are always with us." Marjorie's mother says, "Why worry about them? They are happy and would not have a nice home long or good clothes if they were given to them. They are just shiftless and no good."

The student is asked to write an analysis including answers to such questions as (1) What are some of the values held by some of the characters? (2) Are these values consistent with democratic values? (3) Illustrate and tell why you think they are not democratic.[1]

Sample Teacher Made Tests

The teacher could follow this pattern in constructing his own test. This kind of device should be used before the unit is well along and shortly before it terminates. The changed opinions or statements expressed by students should indicate the measure of their growth. Perhaps the statements might be phrased to illustrate the objectives of the unit. The following statements represent some of the kinds of beliefs the people in America find influencing their actions. Please indicate if this is a value you hold; one that seems to be very influential in your life. Make any kind of qualifying remarks you wish.

1. It is sufficient to tolerate the other fellow's point of view at the level of words but not action.
2. People responsible for new scientific discoveries are thereby responsible for the use other people make of them.
3. All men are equal before the law but not in social situations.
4. Ways of conduct approved by the community are better than those the individual could figure out for himself.

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[1] Helping Teenagers Understand Values., Memphis School System, pp. 48-52.

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